



Undergraduate Catalog 2004-2005





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Correspondence

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Kansas City, Missouri 64145
816-501-2400
D-Admissions@Mail.Avila.edu

Visitors are welcome at the university. While it is advisable to make appointments in advance, the Office of Admissions will be happy to arrange a tour of the campus for visitors during the regular office hours which are 8:00 a.m. to 5:00 p.m., Monday through Friday.

This catalog is not to be construed as a contract. The university reserves the right to change fees, tuition, or other charges; add or delete courses; revise academic programs; or alter regulations and requirements as deemed necessary. Avila University offers both equal education and equal employment opportunities.

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ACADEMIC CALENDAR 2004-05

Fall, 2004

First Year Seminar Classes Begin	August 23
Day/Evening Classes Begin	August 25
Labor Day Weekend	September 4 - September 6
Weekend Classes Begin	September 10
Avila Day/Fall Break	October 13 - October 17
Thanksgiving	November 24 - November 28
Finals Week	December 13 - December 16

Spring, 2005

Martin Luther King Jr. Holiday	January 17
Day/Evening Classes Begin	January 18
Weekend Classes Begin	January 28
Easter/Spring Break	March 17 - March 27
Finals Week	May 9 - May 12
Commencement	May 13 - May 14

AVILA ADVANTAGE ACADEMIC CALENDAR 2004-05

Fall Term	August 23 - December 16, 2004
Spring Term	January 3 - April 23, 2005
Summer Term	April 24 - August 21, 2005

GENERAL INFORMATION



Introducing Avila University

Avila University is a Catholic, four-year, co-educational university with liberal arts and professional programs. It is situated on 48 rolling acres in south Kansas City, Missouri. Avila University was founded in 1916 and is sponsored by the Sisters of St. Joseph of Carondelet.

From its modest beginnings, Avila has become a flourishing, comprehensive university offering a variety of degree programs. Founded as the College of St. Teresa, the college grew and expanded to a larger campus in 1963. It was at this time that the college name was changed to Avila to honor St. Teresa of Avila. In 2002, Avila College became Avila University, a name reflecting its growth and development as an institution of higher education.

Avila University's commitment to excellence, to service of students and the community, to quality education of spirit, mind and body, and to growth of the whole person is deeply rooted in its Catholic heritage and in the lives and beliefs of the founding Sisters of St. Joseph.

Students, faculty and staff at Avila University provide a supportive, caring yet challenging environment in which students receive close personalized attention with a student-faculty ratio of 12:1.

A strong emphasis is placed on integrating the liberal arts into all programs so as to prepare students for a lifetime of personal fulfillment and career growth. Carefully-planned courses in the humanities, arts, natural and social sciences are designed to develop each student's ability to think critically, analyze written material and write and speak effectively. At Avila University, students acquire those skills necessary for success in a chosen career as well as preparation for graduate or professional studies.

Mission Statement of Avila University

Avila University is a value-based community of learning, Catholic, co-educational and sponsored by the Sisters of St. Joseph of Carondelet. In a climate respecting the worth and dignity of each individual, the university provides liberal arts, professional undergraduate and graduate education for students' responsible life-long contributions to the contemporary world. (*adopted 1986-87*)

Purposes of Avila University

- Pursue academic excellence by providing an educational experience rooted in the Catholic tradition and in the spirit of the Sisters of St. Joseph, both of which emphasize collaboration, examination of social justice issues, responsiveness to needs of others, and respect for the worth and dignity of each individual.
- Offer liberal arts and professional undergraduate and graduate programs grounded in scholarship with well defined educational outcomes which emphasize communication and thinking skills, knowledge, and personal, social and spiritual development of each student.
- Strive for excellence through responsiveness to on-going assessment, evaluation, and self-reflection.

- Promote student learning by emphasizing teaching-learning strategies which actively engage the student in the learning process.
- Foster development of the whole person for life-long learning and service to the contemporary world through curricular and co-curricular programs.
- Serve a community of learners – primarily from the midwest – with diverse backgrounds and needs by providing a variety of educational formats.
- Address the broader educational needs of the greater Kansas City area by exploring, initiating, and supporting partnerships within the community. (*adopted 1996*)

Value Statements of Avila University

The Avila Community Values . . .

- Excellence in teaching and learning
 - The Catholic identity of the university
 - The sponsorship and contributions of the Sisters of St. Joseph
 - The worth, dignity and potential of each human being
 - Diversity and its expression
 - Commitment to the continual growth of the whole person
 - Interaction with and service to others
- (*adopted 1988*)

History of Avila University

The Sisters of St. Joseph were founded in LePuy, France, in 1650 to serve their neighbors by responding to the needs of society. In 1836, six Sisters arrived in America and traveled up the Mississippi to St. Louis, Missouri, and settled in a small town south of the city known as Carondelet. These women established several schools and were soon known as the Sisters of St. Joseph of Carondelet.

In 1866, five Sisters came to Kansas City and opened the first private high school for young women, St. Teresa's Academy. In 1916, the academy administration chartered the first private college for women in Kansas City, the St. Teresa College, and offered a two-year program leading to an Associate of Arts Degree. Fifteen years later, St. Joseph's Hospital School of Nursing became affiliated with the college and nursing students were enrolled in basic science and humanities courses.

In 1940, the college was expanded to a four-year liberal arts college with professional programs in nursing, education and business. It was fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 1946 and was called the College of St. Teresa.

The college established Kansas City's first baccalaureate degree program in nursing in 1948 and was accredited by the National League for Nursing in 1966. Additional programs in allied health, social work, and special education were developed to complement strong programs in the liberal arts.

The growth of the college resulted in a move to its present campus in 1963, which is located in suburban South Kansas City, three miles from Interstate 435. Seeking to serve a diverse population, the college became co-educational in 1969, established graduate programs in business, education and psychology in 1978 and began Kansas City's first Weekend College in 1984. Owing to its continued growth as a comprehensive institution of higher learning during the 1990s, offering undergraduate, graduate, and professional programs, Avila became, in 2002, Avila University.

Since its founding in 1916, Avila University has been committed to excellence in teaching and learning in an environment that respects the uniqueness of each person and stresses responsible service to others.

Philosophy of Avila University

Avila University, sponsored by the Sisters of St. Joseph of Carondelet, is an academic community dedicated to education in the liberal arts and the professional areas.

Avila is a Catholic university that seeks to foster the intellectual, spiritual and social growth of its members. The university community includes individuals with a diversity of religious convictions.

The administration, faculty, staff and students work together to create an environment wherein the quality of Christian hope permeates and enlivens an objective search for truth.

Avila students are encouraged to develop values which enable them to grow in freedom and responsibility as they respond to contemporary, social and moral issues.

The Avila community provides an atmosphere of faith and support in which members may gain insight into themselves, their relationship with God, and their place of service in the world community.

Avila University Campus

Avila University is just minutes off an interstate highway network and is convenient to Kansas City's many attractions. Its fourteen buildings are situated on 48 acres in suburban South Kansas City and include residence halls; a fieldhouse; a sports complex for baseball, softball and soccer; the library; theatre; chapel and classroom facilities.

Campus Buildings/Centers

Blasco Hall (1963)

Administrative Offices, Admissions, Student Resource Center.

O'Rielly Hall (1963)

Primary academic building with science laboratories, computer classrooms, lecture hall and classrooms.

Carondelet Hall (1965)

Residence Hall and computer laboratory.

Marian Centre (1965)

Student Center with cafeteria, lounges, student government offices and bookstore.

Foyle Hall (1967)

Residence Hall for the Sisters of St. Joseph. Also houses the **Orscheln Memorial Chapel**.

Ridgway Hall (1970)

Residence Hall

Hodes Education Centre (1973)

Houses Education and Psychology classrooms and offices, the Child Care Center, and Montessori classrooms.

Goppert Theatre/Borserine Nurse Education Centre (1974)

Theatre with thrust stage and seating capacity of 500, the McKeon Performance Studio and Music rooms. Borserine Centre houses offices, classrooms, lounges and learning laboratory for nursing students and faculty.

Hooley-Bundschu Library (1978)

The Library houses eleven computers dedicated on research databases, a collection of print periodicals, a reference and circulating collection of materials as well as a computer lab.

Whitfield Centre (1978)

Houses the Business Division, the Avila Advantage program, classrooms, the Whitfield Conference Centre and the Thornhill Art Gallery.

Mabee Fieldhouse (1980, expanded 2001)

Contains the gymnasium, equipment and locker rooms for both men and women, a weight room, a walking track, and athletic offices.

Thomas R. Zarda Family Athletic Complex (1991)

Multipurpose outdoor athletic complex for softball, baseball and soccer.

Dallavis Center (1992)

Classrooms, the Communication Center including a TV studio with audio and video editing facilities, and the Art Center with studios, a photography laboratory, and Macintosh computers.

Schlumpberger Facility (1999)

Houses the maintenance equipment and services.

Library

The Hooley-Bundschu Library is the information resource center for the campus. It houses a collection of over 60,000 books, a current subscription list of 500 periodicals and newspapers, videotapes, CD-ROMs, DVDs and the entire ERIC document collection on microfiche. The Library is a member of MOBIUS, a statewide consortium of over 50 academic libraries with a shared on-line catalog. The Library subscribes to on-line search services DIALOG and WESTLAW as well as providing student access to the bibliographic databases FirstSearch and ERIC. In addition, the Library provides access to full-text and bibliograph-

ic databases such as EBSCOhost, Academic Universe, Gale Business & Company Resource Center, Contemporary Women's Issues, NewsBank: Missouri Newspapers, the ABC-CLIO databases, ProQuest Psychology and the American Chemical Society Database. The Eschbacher Education Room houses the children's literature collection and Curriculum Collection. There are study rooms available for faculty and student use. In addition the Library houses a computer lab with sixteen PCs connected to the campus network and providing e-mail and Internet access as well as Microsoft Office and curriculum related software. Macintosh computers are also available. The Library is designed to provide an environment conducive to learning and research in an age that merges written and electronic media.

Academic Technology Facilities

Avila University has two computer labs and three computer classrooms. The two computer labs are located in the Hooley-Bunsch Library and in Carondelet Hall. Two computer classrooms are located in O'Rielly Hall and one is located in Dallavis Center.

The library lab has 19 Dell computers and 1 Macintosh computer connected to the campus network. The network stores the application software, which consists of Microsoft Office and other applications for specific classes as well as allowing access to the Internet. There are also a variety of software applications directed towards nursing education available on the library computers. For students living in the residence halls, a lab of 10 Dell computers is housed in Carondelet Hall. These computers have the same software as the O'Rielly computer classroom. There are four printers, of which two are color printers.

One Dallavis classroom consists of 20 Apple Macintosh G4 computers, each equipped with a 17" Multiscan color monitor. Software available consists of Microsoft Office, Microsoft Works, Photoshop, Illustrator, QuarkXPress, and other specialty applications. This classroom also has three CD burners, three scanners, an HP750 color plotter and an HP 5M Laserprinter and an LCD projector. Both O'Rielly computer classrooms consist of 22 Pentium-III computers, each having a SVGA color monitor. Each computer runs Windows software including Microsoft Office and other specialty applications. Other equipment includes HP 5M Laserprinters, LCD Projectors and a SMART Board.

Faculty

The Avila University faculty is made up of 106 full-time equivalent professors. Seventy-four percent of the full-time faculty hold Ph.D. degrees or terminal degrees in their field and teach introductory as well as advanced courses. Avila's adjunct faculty are practitioners chosen for their ability to teach in specialized areas.

The faculty is committed to excellence in teaching. Research and publication are also valued especially when collaboration of students and faculty is involved. The Avila University faculty is dedicated to life-long learning, professional growth and excellence in the classroom.

Student Body

Avila University's 1,800 students come from the Kansas City Metropolitan area as well as 14 states and 24 countries. They range in age from 17 to 75. Some reside on campus and others commute to classes. Over 80% of the full-time students receive some type of financial aid. Avila University students major in one of 36 undergraduate and 3 graduate programs doing clinical work or internships in numerous agencies and businesses throughout the metropolitan area.

Accreditation

Avila University is accredited by

The Higher Learning Commission and a member of
the North Central Association
30 North LaSalle St., Suite 2400
Chicago, Illinois 60602-2504
(800) 621-7440 • Fax (312) 263-7462 • Internet: info@ncacihe.org

Avila University programs are accredited by*:

Joint Review Committee on Education in Radiologic Technology
Council on Social Work Education
Missouri State Department of Elementary and Secondary Education
Masters in Psychology Accreditation Council
Commission on Collegiate Nursing Education

The Paralegal Program is approved by the American Bar Association.

Avila University Division of Nursing is approved by:

Missouri State Board of Nursing
3605 Missouri Boulevard
Post Office Box 656
Jefferson City, Missouri 65102-0656
(573) 751-0681 • Fax (573) 751-0075

**Addresses for accreditation/approval agencies on pgs. 195-196.*

Membership

American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Grant Professionals
American Association of Paralegal Educators
American College Health Association
American College Theatre Festival, Region V
American Marketing Association
American Political Science Association
Association for College Personnel Administrators
Association of American Colleges and Universities
Association of Colleges of Sisters of Saint Joseph
Association for Gerontology in Higher Education

Association of Catholic Colleges and Universities
Association of College and University Housing Officers International
Association of College Unions-International
Association of Departments of English
Association of Fundraising Professionals
Association of Governing Boards of Universities and Colleges
Association of Higher Education and Disabilities
Association of Independent Liberal Arts Colleges for Teacher Education
Catholic Campus Ministry Association
Central Association of College and University Business Officers
Central College Health Association
College and University Personnel Association
College Reading and Learning Association
Collegiate Nurse Educators of Greater Kansas City
Consortium of Small Metropolitan Colleges
Council of Applied Masters Programs in Psychology
Council of Graduate Departments of Psychology
Council for Higher Education Accreditation
Council of Independent Colleges
Council on Social Work Education
Council for Advancement and Support of Education
Greater Kansas City Chamber of Commerce
Greater Kansas City Council on Philanthropy
Greater Kansas City Psychological Association
Heart of America Athletic Conference
Heartland Chapter of CRLA
The Higher Learning Commission
Independent Colleges & Universities
International Assembly for Collegiate Business Education
Kansas Association of Colleges and Employers
Kansas City Area Graduate Admissions Professionals
Kansas City Association of Legal Assistants
Kansas City Missouri School District Higher Education Partnership
Mathematical Association of America
Mid-America Planned Giving Council
Midwest Association of Colleges & Employers
Missouri Academy of Science
Missouri Association of Catholic College Students
Missouri Association of College Admissions Counselors
Missouri Association of Colleges of Nursing
Missouri Association of Colleges for Teacher Education
Missouri Association of Collegiate Registrars and Admissions Officers
Missouri Association of Schools and Departments of Music
Missouri Catholic Campus Ministers Association
Missouri Chapter of the Association of Higher Education and Disabilities
Missouri College Fund
Missouri College Personnel Association
Montessori Institute of America
National Association for Campus Activities
National Association of College Admissions Counselors
National Association of College and University Business Offices
National Association of College and University Residence Halls
National Association of Developmental Educators
National Association for the Exchange of Industrial Resources

National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Catholic College Admission Association
National College Learning Center Association
National Intramural-Recreational Sports Administration
National Orientation Directors' Association
National Women's Studies Association
Peace Studies Association
Sisters of St. Joseph College Consortium
South Kansas City Chamber of Commerce

Alumni Association

Through the Avila University Alumni Association individuals who have attended the university can maintain friendships and loyalties developed during their college years. Any former student who has completed twenty-four (24) semester hours of coursework at Avila is considered an alumnus/a. Through the association, alumni/ae promote the continued growth of the university and their own interest in higher education.

Campus Policies

Non-Discriminatory Policy

Avila University is an Equal Opportunity and Affirmative Employer and is committed to achieving and maintaining equal opportunity in employment and personnel actions and procedures including but not limited to recruitment, hiring, training, transfer, promotion, compensation and services.

Further, Avila University is committed to non-discrimination and equal opportunity to its students including but not limited to recruitment, admissions, financial aid, educational policies, placement services, housing, athletics, sponsorship and conduct of co-curricular activities and other university administered programs and services.

These policies for students, faculty and staff are to be administered without regard to sex, race, religion, age, color, sexual orientation, disability or national origin.

Any concerns regarding discrimination on the basis of sex or disability should be addressed to the Director of Human Resources in the Business Office, Blasco Hall, (816) 501-3618.

Professional Conduct and No Harassment Policy

Policy Statement

Avila University's policy is to maintain an environment for all of our employees and students that is free of unlawful harassment, illegal discrimination, and unprofessional conduct. It is never justifiable to harass one of our employees or students because of their race, color, gender, religion, national origin, age, disability, or sexual orientation. Unlawful harassment is counterproductive and does not serve the principles on which Avila University operates. We respect the dignity and worth of each employee and student. We believe that each employee

and student should be free to develop fully his or her potential, neither hindered by artificial barriers nor aided by factors that are not related to merit. Avila University also prohibits unprofessional conduct and comments that may not amount to unlawful harassment. All employees are expected to use good judgment and to avoid even the appearance of impropriety in all of their dealings with other employees and students. Supervisory employees especially must exhibit the highest degree of personal integrity at all times, refraining from any behavior that might be harmful to their subordinates, students, or to the University.

Racial, Religious, Sexual Orientation or National Origin Harassment

Racial, religious, sexual orientation, or national origin harassment is expressly prohibited. Racial, religious, sexual orientation, or national origin harassment includes any oral statement, written statement, or physical act in which race, religion, sexual orientation or national origin is used or implied in a manner that make another person uncomfortable in the work or educational environment or that would interfere with another person's ability to perform his or her job. Examples of racial, religious, sexual orientation, or national origin harassment include jokes that include reference to race, religion, sexual orientation, or national origin; the display or use of objects or pictures that adversely reflect on a person's race, religion, sexual orientation, or national origin; or use of language that is offensive due to a person's race, religion, sexual orientation, or national origin.

Sexual Harassment

Sexual harassment is a form of sex discrimination which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Sexual harassment is also illegal under Missouri State Law and prohibited by Avila University. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to the conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee; or
- Such conduct has the purpose or effect of substantially interfering with the employee's work performance or creates an intimidating, hostile or offensive work environment; or
- Submission to the conduct is made either explicitly or implicitly a condition of a student's participation in a school program or activity, or the basis for an educational decision affecting a student; or
- Such conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening or abusive educational environment.

Prohibited acts of sexual harassment can take a variety of forms, ranging from off-color jokes to subtle pressure for sexual activity to physical assault. It is not possible to identify each and every act that may constitute sexual harassment. Examples of conduct that may constitute sexual harassment are:

- Repeated or unwelcome sexual flirtations, advances, propositions, touching, remarks, or requests for sexual favors;
- Repeated verbal abuse of a sexual nature;
- Graphic verbal comments about a person's body;

- Sexually degrading words used to describe a person;
- The display of sexually suggestive objects or pictures;
- Unwelcome questions or comments about private sexual matters;
- Slurs, "off color" jokes, or degrading comments related to gender;
- Demeaning, discourteous conduct, or negative stereotyping; or
- A sexual relationship with a subordinate or a student.

No Retaliation

It is strictly against University policy to retaliate against anyone who reports or assists in making a complaint of prohibited harassment. Retaliation is contrary to this policy statement and may result in discipline up to and including termination for employees and dismissal for students. Anyone who feels that retaliatory action has been taken because of his or her report or assistance in making a complaint of prohibited harassment should immediately bring the matter to the University's attention as described below.

How To Report Instances of Harassment or Retaliation

The University cannot resolve matters that are not brought to its attention. Any student or employee, regardless of position, who has a complaint of or who witnesses harassment or retaliation at work by anyone, including instructors, students, supervisors, managers, employees or even non-employees, has a responsibility to immediately bring the matter to the University's attention. If the complaint or observation involves someone in the employee's direct line of command, or if the employee is uncomfortable discussing the matter with his or her direct supervisor, the employee is urged to go to another supervisor, a University Vice President, or to the Director of Human Resources. If the complaint or observation involves a student, the report should go to the Vice President for Academic Affairs or the Vice President and Dean for Student Affairs. Student-to-student harassment complaints may be referred to the disciplinary system in the school's Code of Conduct for the appropriate investigation and resolution of such complaints.

How the University Will Investigate Complaints

The University will thoroughly and promptly investigate all claims of harassment or retaliation. If an investigation confirms that harassment or retaliation has occurred, the University will take prompt, corrective action, as is appropriate. Complaints of harassment and retaliation will be kept as confidential as possible.

Avila University's Commitment to an Effective No Harassment Policy

If you feel that the University has not met its obligations under this policy, you should contact the Department of Human Resources.

Drug and Alcohol Use

Avila University recognizes that the misuse of alcohol and other drugs pose major health problems, are potential safety and security problems, can adversely affect academic and job performance, and can generally inhibit the educational development of students. The University is committed to complying with the Drug-Free Schools and Campuses Act Amendments of 1989. As a result of this commitment, Avila University has established regulations forbidding the unlawful manufacture, distribution, dispensing, possession or use of

illicit drugs and alcohol on University premises or property or as part of any University activity. These regulations shall assure that the University is in compliance with all applicable federal, state, local statutes, regulations, and ordinances. The regulations and the entire drug and substance use policy are available in the Student Affairs Office.

Tobacco Use

Smoking, and the use of smokeless tobacco products, is prohibited in all buildings on campus. Members of the Avila community and their guests must exercise courtesy at all times in the use of smoking and smokeless tobacco products outside the buildings. Disposal of smoking and smokeless tobacco materials should be made in the nearest outdoor receptacle provided for that purpose.

Family Education Rights and Privacy Act (FERPA)

Avila complies with the provisions of the Family Education Rights and Privacy Act of 1974. This Act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. Copies are available upon request to the Registration and Student Records Office.

Student Right-to-Know Act

Avila complies with the provisions of the Student Right-to-Know Act of 1990. This Act requires institutions of higher learning who receive Title IV student financial assistance to be responsible for calculating completion of persistence rates, and making them available to current or prospective students through "appropriate publications and mailings." Requests for copies can be directed to the Registrar.

Crime Awareness and Campus Security

Avila complies with the provisions of the Crime Awareness and Campus Security Act of 1990. It is committed to assisting all members of the Avila community in providing for their own safety and security. The annual security compliance document is available on the Avila University web site at <http://www.avila.edu/info/security/index.htm>.

If you would like to receive a booklet called "Crime Awareness and Campus Security Policies," which contains this information, you can stop by the Student Affairs Office in the Marian Center Building any weekday between 8 AM and 5 PM or you can request that a copy be mailed to you by calling (816) 501-3627.

The web site contains information on campus security and personal safety, including crime prevention, university police law-enforcement authority, crime reporting policies, disciplinary procedures, and other important matters about security on campus. It also contains statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Avila University, and on public property within or immediately adjacent to and accessible from the campus.

Information Technology, Student User's Agreement

The primary purpose of the information technology system on the Avila University campus is for educational related activities. **Usage of any part of the Avila University campus system implies agreement to all of the following.**

System Integrity

1. Ultimate responsibility for proper use and misuse of the system (including all computers, software, related equipment and the network) lies with each individual user.
2. Actions taken by users that deliberately deny authorized persons access to any aspect of the system are improper.
3. Actions taken by users that interfere with or alter the integrity of the University's equipment or software are improper.
4. Intentional actions taken by users that place onto any Avila equipment any icons, or screensavers or items of a nature that would be considered offensive are improper.

Privacy and Civil Rights

1. The University respects every individual's right to privacy in the electronic forum and prohibits users of University technology including computers and users of personally owned computers linked via University telecommunications equipment to other systems from violating such rights. This includes, but is not limited to, attempts to read another person's electronic mail, to access another's files, to access electronic records containing information concerning another person, use of another person's e-mail account, and use of another person's password.
2. Accounts are not to be shared by multiple users.
3. Fraudulent, harassing, nuisance, threatening, offensive or obscene messages and/or materials are not to be displayed, sent with or stored onto any Avila equipment, or displayed with private equipment in any public forum.

Copyright Observance

1. Avila University purchases or licenses the use of copies of computer software from a variety of outside companies. The University does not own the copyright to this software or its related documentation. Users may not reproduce any portion for use on another computer without permission from Computer Services. Permission is granted only if it complies with the University's licensing or receives permission from the software developer.
2. Copyright with regards to traditional written materials applies to works in electronic forms. Users must comply with all copyright rules and regulations according to the U.S. Copyright Law.
3. Software may not be loaded and/or saved onto any Avila University equipment without written permission from the Director of Computer Services.
4. Observances or other information regarding misuse of software or related documentation must be reported to the Vice-President of Student Affairs.

Courtesy

1. Users must observe basic technology courtesy with regards to other users. This includes, but is not limited to, refraining from excessive use of paper, refraining from making electronic mass mailings for non-University business use, and refraining from using University-owned computers or other technology for personal monetary gain.
2. The primary purpose of University-owned computers on the campus is for educational purposes. Users needing the computers for academic purposes will have priority over users playing games, in chat rooms, sending personal e-mails or other personal uses.

Enforcement

Avila University reserves the right to monitor and record usage of network resources if a violation of policies has been observed, reported or there is a reasonable basis to suspect improper use. Information gained in this way may be used in disciplinary and/or criminal proceedings. Violations of this policy will be reported to the Vice President of Student Affairs. The above listed items of prescribed conduct are not intended to be all inclusive. Any behavior that is contrary to the ethical use of Avila computer technology will be subject to disciplinary action.

Abuses of any part of this technology policy may result in any of the following:

1. Warning to the user.
2. Short-term to long-term suspension of privileges to use the equipment or have access to the technology system.
3. Temporary or permanent suspension from Avila University, or any of the possible sanctions listed per the Code of Student Conduct.
4. Notification of law enforcement agencies.
5. The pursuit of appropriate civil and/or criminal remedies by Avila University in addition to any internal disciplinary actions taken by the University.

Copyrighted Materials and Licensed Software

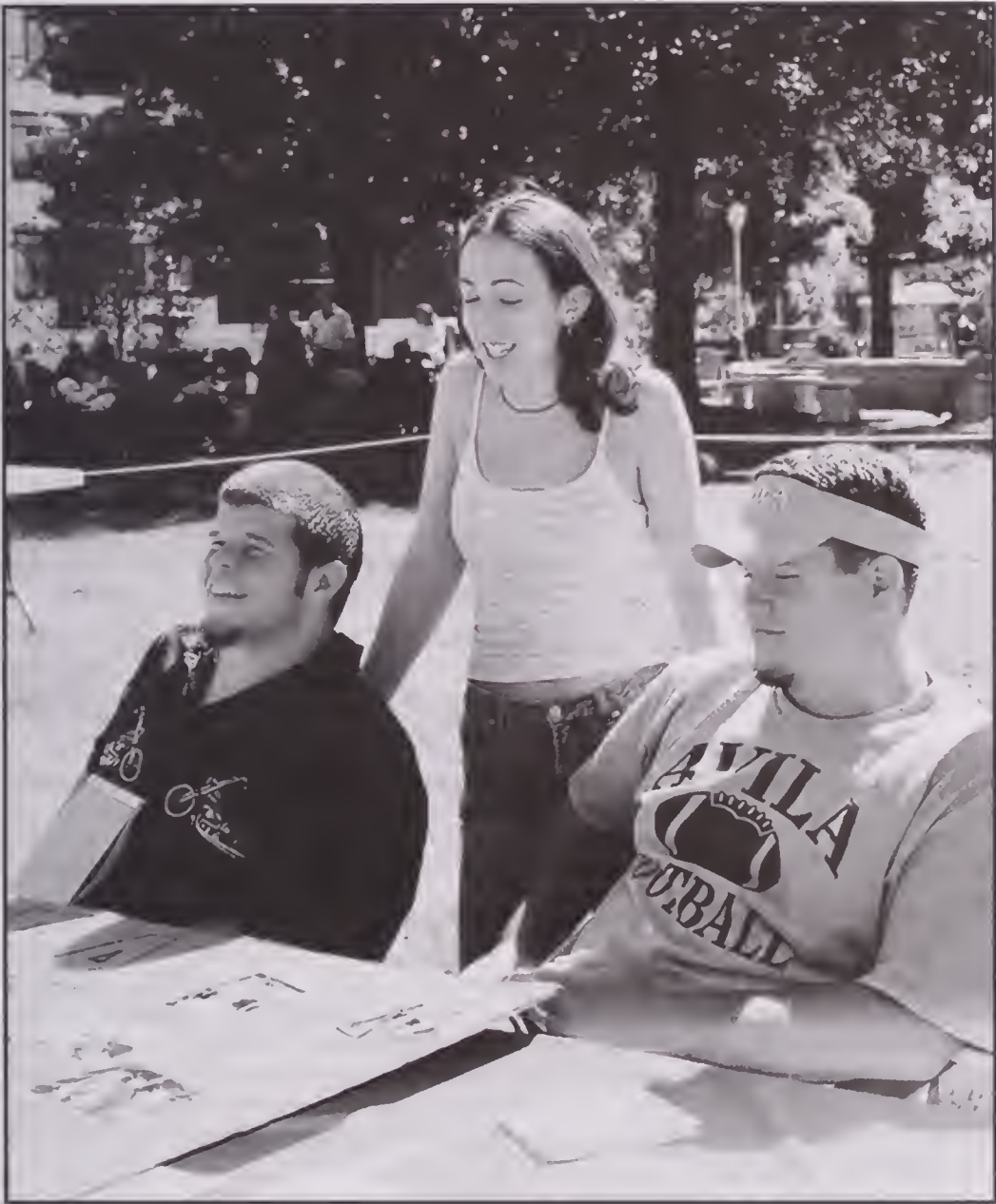
Reproduction of copyrighted materials that have not been placed in the public domain or of software that has not been distributed as freeware, without the consent of the copyright holder is prohibited as set forth in the laws governing copyright. Violation of U.S. copyright laws can lead to civil damages as well as criminal penalties, including fines and imprisonment, and is prohibited by Avila University.

Avila University purchases and licenses the use of computer software from a variety of outside companies. Avila University does not own the copyright to this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it for use on more than one computer. Avila University employees and students may use the software on local area networks or on multiple machines only in accordance with the license agreement. Avila University employees and students may not make, acquire or use unauthorized copies of computer software.

Education Pass Rates

Information on the pass rates for the Education major, including the Praxis exams, are available on the Avila University web site at www.Avila.edu.

CAMPUS LIFE



Student Affairs

The Division of Student Affairs is designed to assist students in reaching their full potential in and out of the classroom. Services, programs, opportunities for development, and assistance in many areas are available and encouraged. Functioning out of this office is the Vice President for Student Affairs and the Administrative Assistant to the Vice President. The Vice President and Dean serves as the chief associate of the President in all student matters and promotes and enforces policies and procedures which support the missions, values, and philosophy of the university. Information and referral to a wide variety of offices and programs in the Student Affairs Division are available from this office. Information concerning the Student Handbook, Code of Conduct, Parking Policies, and Crime Statistics are directly available here. If students have any needs or interests that are not being addressed, they may contact the Vice President and Dean for Student Affairs at any time at (816) 501-3627.

Athletic Department

The Athletic Department is responsible for the development and administration of an intercollegiate sports program that provides quality and competitive opportunities for students in a variety of fields. Avila offers intercollegiate women's competition in basketball, golf, soccer, softball and volleyball. Intercollegiate opportunities for men's competition include baseball, basketball, football, soccer and volleyball. In addition, Avila sponsors spirit squads that include a performance dance team and cheer team.

The Director of Athletics, in conjunction with coaches and staff, coordinates recruitment of student athletes, promotion of athletic programs and management of all athletic facilities and equipment including the Mabee Field House and the Zarda Sports Complex.

The Eagles are members of and compete at the National Association of Intercollegiate Athletics (NAIA) level and have a conference affiliation with the Heart of America Athletic Conference.

Avila students, faculty, and staff receive free admission to all home athletic contests.

For more information, please call the Athletic Department at (816) 501-3634.

Athletic and Recreational Facilities

Avila has outstanding athletic and recreational facilities available to students, faculty and staff. Outdoor facilities include the Thomas R. Zarda Family Athletic Complex which includes baseball, softball and soccer fields, tennis courts, and multipurpose field space. Indoor facilities at the Mabee Field House include basketball and volleyball courts, universal and free weight equipment, aerobic exercise equipment, indoor batting cage, and men's and women's locker rooms.

Bookstore

The campus bookstore operates to meet the needs for course textbooks. In addition, it sells school and office supplies, logo clothing, stamps, and miscellaneous gifts and merchandise.

The bookstore buys back books all year at blue book prices for wholesale companies. However, the last three weeks of each semester are the best times to sell back books and get the most money from the sale. At this time the bookstore is buying for Avila and the wholesale companies.

The bookstore operates the Lost and Found Department.

Campus Ministry

Campus Ministry views the development and exploration of "Spiritual Values" as an important part of ongoing and comprehensive formation at Avila. Students are invited to develop their spirituality through communal celebrations, liturgies, interfaith services, social justice awareness, community service, small communities for faith sharing, retreats, pastoral counseling, and spiritual direction. Student leadership and involvement is highly encouraged in the variety of ministries offered. Each year students are chosen as the Campus Ministry Team who, with the Director of Campus Ministries, comprises the leadership team. Whether on the leadership team or not, each of us is called to ministry by virtue of our faith. All are invited to live their faith by becoming involved with Campus Ministry. For more information, please call (816) 501-2423.

Career Services

Assistance is available to all interested Avila students with needs and interests related to:

- Major selection and career decision-making
- Gaining practical experience and building skills
- Job-readiness (résumé and cover letter preparation, networking, interview skills, and other aspects of the job search process).

Off-campus part-time and full-time jobs and internships posted for Avila students may be viewed in the Career Center, as well as on monsterTRAK.com.

Career related books may be checked out from our Career Center library.

Lists of career web sites and a number of other handout materials are available along with corporate files and videos.

Employer fairs and interview days are co-sponsored with other local schools and are free of charge to Avila students and alumni.

Career Month programs and workshops are also offered.

Individual appointments may be scheduled to obtain personal assistance with any of the opportunities listed above by calling (816) 501-3666. For further information, visit our website at <http://www.avila.edu/info/src/career.htm>.

Child Care Center

The Child Care Center, in conjunction with Avila Montessori School, provides for the child care needs of students, faculty and staff between the hours of 7:30 a.m. to 5:30 p.m. Children must be 2½ to 6 years of age and must be toilet trained. The drop-in service cost

is \$4.00 per hour, per child, and \$3.00 per hour for each additional child per family. Days of service closely coincide with academic calendar. For more information, please call (816) 501-3745.

College Skills

To ensure students success, Avila encourages students to meet with the College Skills staff for support and advice on how to enhance academic achievement and make the transition to the demands of college level learning. Students can explore such issues as writing, time management, note taking, test preparation and test taking, study strategies, reading comprehension, and many other academic skills. The College Skills staff also assists students and faculty in forming and facilitating study groups for any class offered at Avila University.

Professional and peer tutors are available to help students learn the content in a variety of courses including math, composition, science and computer science. Most tutoring is offered Monday through Friday between the hours of 8:00 a.m. and 5:00 p.m., but tutoring is also available to all students Sunday, Monday, Tuesday, and Wednesday evenings in the Ridgway Academic Outreach Center located in Ridgway Hall across from Room 507.

For more information, or to schedule an appointment, contact the Student Resource Center at (816) 501-3666 or stop by the office in the lower level of Blasco Hall. Additional information is available on the website at: <http://www.avila.edu/info/src/collegeskills/index.htm>.

Counseling

Through the Student Resource Center in lower Blasco a licensed mental health professional is available to provide:

- Assessments
- Personal counseling dealing with a wide range of issues
- Support for those struggling with a personal crisis
- Referrals to outside agencies as appropriate
- Workshops, information sessions, and opportunities to share experiences and learn in a small group setting.

Individual appointments may be scheduled to obtain personal assistance with any of the issues listed above. For more information or to schedule an appointment, please call (816) 501-3666.

Disability Services

Avila University welcomes students with physical or mental challenges who can be successful learners and contributors to the Avila Community. To apply for accommodations in your learning environment (curricular and co-curricular), contact the Disability Services Office. The Coordinator of Disability Services welcomes questions, issues, and concerns. For more information, please call (816) 501-3666 or see the Disability Services web site at <http://www.avila.edu/info/src/collegeskills/services.htm>.

Food Service

Dining hall hours are subject to change and are always posted outside of the dining hall main entrance. For menu details or operating hours contact the Food Service Office at (816) 501-3755.

The University, through a private contractor, provides a variety of food service programs and services for the campus. The primary food service facility on campus is the Dining Hall.

All resident students select a meal plan option. Currently resident students have the choice of a carte blanche meal plan or a block plan. Full details are available through the Student Life Office at (816) 501-3660.

Commuter students, faculty, and staff have the opportunity to select one of several commuter meal plans. Commuter meal plan information and contracts are available through Food Services at (816) 501-3755.

Health and Child Care Services

The nurse-directed health center is staffed by a registered nurse and offers free health services to all students. Services include minor illness/injury assessment, immunizations, treatment with non-prescriptive medications and medical supplies, emergency care, referrals to campus resources or appropriate community health care resources. Health counseling and education are provided on an individual basis or through group programs.

Health Services is the primary campus contact for student health insurance information. Information about the Child Care Center and Montessori School is also available from this office. For more information, please call (816) 501-3668.

Intensive Language & Culture Program (ILCP)

The Intensive Language & Culture Program is designed to prepare international students to study at a university in the United States. Students study twenty hours of English per week, which includes five hours in each language area: Speaking and Listening, Reading and Vocabulary, Grammar (Structure), and Writing (Composition). The program features three levels of instruction. Class size is usually ten students or fewer to ensure personalized attention. Additional English practice is available through one-on-one instruction by faculty and tutors. Students may register for ESL classes and courses in their major during the same semester. Up to seven credits of non-ESL classes in their chosen major may be taken, usually in areas such as computers, mathematics, and the arts. In addition, students learn about American customs and idioms, banking, shopping, telephone use, and local transportation. Upon successful completion of the ESL program, students may study for a degree full-time. The ESL program offers listening tapes and computer-assisted learning which gives students the opportunity to spend as much time as they like in learning English at their own speed. They also have the opportunity to experience American society through trips to cultural events, entertainment and sight-seeing spots, and shopping. For further details, contact the ILCP Department at (816) 501-3771 or (816) 501-3772.

Intramural Sports Program

The intramural program at Avila University is designed for the participation and enjoyment of the entire Avila Community, regardless of ability. We strive to realize the benefits of social recreation and competitive involvement. This includes faculty, staff, undergraduate, graduate students, and alumni. It is our goal to maintain a safe and fun environment. The philosophy of intramural sports is "COMPETITIVE FUN." Activities start in September. If you have questions or ideas, please call (816) 501-2421.

Montessori School

The Avila Montessori School provides schooling for children age three to six (3-6), including kindergarten. Enrollment options are available in both full-day and half-day sessions. Certified Montessori teachers instruct classes. Days of service closely coincide with the academic calendar. Before and after school care is available through Avila Child Care Center.

FOR MORE INFORMATION OR TO ENROLL YOUR CHILD IN THE CHILD CARE CENTER OR THE MONTESSORI SCHOOL, CONTACT HEALTH AND CHILD SERVICES AT (816) 501-3676 OR (816) 501-3668.

Orientation for New Students

New Student Orientation facilitates the transition of all new students into the collegiate environment with an emphasis on educational, intellectual, cultural, and social opportunities. For more information, please call (816) 501-3660.

Residence Life

As an integral part of the Student Life Office, the residence hall program strives to complement a student's academic program through a community living experience. Along with the convenience of living on campus, living in the residence halls allows you to interact with students of diverse backgrounds, cultural experiences, and lifestyles.

Each residence hall consists of a fully air-conditioned environment, accommodating up to 225 students, professional live-in staff, and professionally trained student staff. Lounges and kitchen facilities are located on each floor, and the residence hall complex contains laundry facilities, exercise rooms, piano practice rooms, a computer lab, and an Academic Outreach Center. Each student room comes complete with basic cable television service, local telephone service, and data port connections for Internet access.

Additional information about the residence halls, including the community living standards, staff contact information, and processes and procedures can be found in the Residence Life section of the Student Handbook. To find out how to become more involved in Residence Life, contact the Student Life Office at (816) 501-3660.

Security

The campus is staffed by professional contracted security officers 365 days a year, 24 hours a day. Campus security officers are provided through a contract service with JACO Security,

a duly licensed private security company. Security officers can be reached via an office phone at ext. 2466. **For emergency or immediate response contacts, security needs to be called at (816) 501-2474 or ext. 2774.** Security also carries a pager, which can be reached at (816) 840-1815. A voice paging system will receive the call. Callers should give their name, a message describing the situation, their location, and phone number. The security officer will contact or meet callers as needed.

If the situation calls for immediate emergency response from local authorities, call 911 (Campus phones – dial 9-911).

Security also is available for escorts on campus, incident report filing, automobile jump starts, parking lot assistance, crime statistics and safety education. All campus crimes or incidents must be reported to Campus Security or the Student Affairs Office at (816) 501-3627.

Student Activities

The Office of Student Activities supports approximately 30 student organizations that sponsor activities such as social events, entertainment, speakers, trips, recreation, films, leadership development, workshops, publications, resource libraries, and service learning. Our goal is to create leadership and involvement opportunities where students can enhance leadership skills and personal development. The Office of Student Activities also coordinates the operation of the Marian Centre and New Student Orientation activities. For more information, please call (816) 501-3660.

Student Life Office

The Student Life Office includes Residence Life, Conference Services, Food Service, Student Activities and Organizations, New Student Programs, Intramural Sports Program, and Central Reservations. Obtain a student ID card, reserve a room or a student activity van, sign up for an Intramural sports team, obtain a residence hall contract, learn more about commuter meal plans, or join a club at the Student Life Office. For more information please call (816) 501-3660.

Student Resource Center (SRC)

SRC staff members are campus professionals who provide a wide range of student services including:

- Academic support through college skills and tutoring
- Personal Counseling
- Intensive Language & Culture Program (English as a Second Language)
- Career Services
- English and math placement exams **(by appointment only, including evenings and weekends)**
- Disability Services.

While services are diverse, all focus on helping Avila students succeed. To schedule an appointment or for more information, please call (816) 501-3666 or visit our website at <http://www.avila.edu/info/src/career.htm>.

Upward Bound

The Upward Bound Program is a TRIO Program funded by the U.S. Department of Education that serves low income and first generation high school students in their preparation for successful entry to colleges and universities. The Director and staff work with university faculty, staff and students to execute a program involving year-round tutoring, in addition to a summer, six-week, residential learning and living experience for students on campus. For more information, please call (816) 501-2438.

Wellness

Wellness activities and programming are available to all student, faculty, and staff. Programming is designed to promote wellness and non-competitive recreational opportunities. The Wellness advisor and student assistants plan forums, classes, and activities. For more information, please call (816) 501-3668.

Student Development Activities

Organizations

Getting involved in organizations and activities is an important part of the total University educational experience. As a participant, you develop such skills as interpersonal communication, organization, budgeting, time management, delegation, motivation, and the art of compromise. **Avila University has approximately 30 student organizations which provide leadership and involvement opportunities for all students.** Listed below you will find a brief mission statement of these student organizations. If you would like further information about any of the groups listed, please complete a "Student Organization Interest" form, available from the Student Life Office in Marian Centre.

1. **AdVILA** - Promotes fellowship, free exchange of ideas, and a better understanding of the functions of advertising and its values.
2. **AVILA AMBASSADORS** - Promotes Avila University and its values as official representatives of the Admissions Office. Ambassadors provide tours to prospective students and participate in special University events.
3. **AVILA BUSINESS STUDENTS SOCIETY** - Provides a dynamic, organized structure, which fosters social and professional growth among its members.
4. **AVILA EDUCATION ASSOCIATION** - Provides opportunities for professional growth, professional networking, community service, and social networking to teachers and pre-service teachers at Avila University.
5. **AVILA MOCK TRIAL** - Promotes critical thinking, cooperative problem-solving, public speaking and mutual trust between team members while affording students that opportunity to actively participate and engage in trial activity and litigation.

6. **AVILA PRODUCTIONS** - The on-campus television network and complete production company.
7. **AVILA SINGERS** - Avila University choir group.
8. **AVILA STUDENT NURSES ORGANIZATION** - Contributes to nursing education in order to provide the highest quality health care. Provides programs representative of fundamental and current professional interest and concerns.
9. **AVILA STUDENT SOCIAL WORK ASSOCIATION** - Plans and promotes discussion of social issues, community involvement, opportunities to learn about different practice areas of social work.
10. **BETA BETA BETA HONOR SOCIETY** - Honor society for the biological sciences, affiliated with Bio/Med Club.
11. **BIO/MED CLUB** - Forum where members can meet with other students in majors within the natural sciences.
12. **BLACK STUDENT UNION** - Provides Avila University with programming that promotes cultural diversity.
13. **BOBBY WITCHER SOCIETY** - Focuses on the study and appreciation of herpetology (study of reptiles).
14. **CAMPUS MINISTRY** - Promotes the communication of Avila University values to the campus community. Provides opportunities for fellowship and spiritual exploration and understanding.
15. **ENGLISH CLUB** - Promotes a mastery of written expression, encourages worthwhile reading, and fosters a spirit of good fellowship among students of the English language and literature.
16. **GROUP ACTIVITY PROGRAMMING (GAP)** - Plans and promotes a variety of social, cultural, recreational, and educational events and activities to meet the co-curricular needs of the entire student body.
17. **INTERNATIONAL STUDENT ORGANIZATION** - Increases interaction among students from numerous cultural backgrounds.
18. **KAPPA DELTA PI** - Honor society for education majors. Affiliated with the Avila Education Association.
19. **NATIONAL ASSOCIATION OF MASTERS IN PSYCHOLOGY** - Promotes education for individuals training and trained at the Masters level in psychology.
20. **PRE-LAW CLUB** - Serves as a professional outlet for students interested in state, federal, international, and common law.
21. **PSI CHI HONOR SOCIETY & PSYCHOLOGY CLUB** - Promotes educational and social opportunities for students interested in psychology. Psi Chi Honor Society is the honor society for psychology majors, affiliated with the Psychology Club.
22. **RADIOLOGICAL SCIENCE CLUB** - Meets the academic and social needs of students studying in the radiological science program.
23. **RESIDENCE HALL ASSOCIATION (RHA)** - Integrates the ideals of the residence halls to promote leadership.
24. **SCOP** - The Avila University literary magazine.
25. **SIGMA TAU DELTA** - Honor society affiliated with the English Club.
26. **STUDENT SENATE** - Avila University student government.
27. **THE TALON** - Avila University student newspaper.
28. **WELLNESS** - Provides health awareness activities, classes, and forums for the students of Avila University.

Other Co-curricular Opportunities

Publications

The Talon, the student newspaper, is published every three weeks during the academic school year excluding vacation periods. Students comprise the entire editorial, writing and production staff under the guidance of *The Talon* advisor. Previous newspaper experience is not required to serve on the staff, and participation is open to anyone interested in any aspect of newspaper production.

The *Scop*, Avila's literary magazine, is published at the end of each spring semester. Students comprise the entire editorial staff under the guidance of the *Scop* advisor. The magazine publishes the best prose, poetry and non-fiction the university has to offer. Submissions are open to all Avila students, faculty, and staff, and awards are offered for the best work in each genre.

Choral Ensembles

University Singers is an auditioned choral ensemble performing challenging, eclectic literature. *University Singers* performs both on and off campus for special events and scheduled concerts. Members of the ensemble serve as ambassadors for the university, touring each spring and performing in high schools and other venues across the Midwest. A portion of each tour is dedicated to the Sisters of St. Joseph in locations such as Minnesota, New York, California, and St. Louis. Future plans include competitions culminating in additional performances across the United States and Europe.

Any student is welcome to audition for *University Singers*. Students auditioning for the ensemble should be prepared to sight-read pitches and rhythms. Selection for the ensemble will be based on tone quality, intonation, sight-reading ability, and musicianship. Performance grants are available to reward talent and participation. For more information, contact the Music Department chair at (816) 501-3651.

Avila Singers is a non-auditioned choral ensemble intended for preparation and participation in public performances of sacred and secular choral music. The ensemble performs one major choral work each semester on campus. Past performances include Handel's *Messiah* and Andrew Lloyd Webber's *Requiem*. The ensemble is open to all students, faculty, and alumni who wish to participate. Performance grants are available; for more information, contact the Music Department chair at (816) 501-3651.

Mock Trial Team

Mock Trial is an intercollegiate activity that promotes critical thinking, cooperative problem solving, public speaking and mutual trust between team members while affording students the opportunity to actively participate in the trial process. Coached by both a professor and an attorney, students assume the roles of both attorneys and witness for a hypothetical case, and engage in trial activity and litigation in regional and national tournaments. Regardless of a student's academic major or interests, Mock Trial is an excellent opportunity to learn important skills in a non-classroom environment.

Theatre

Theatre is both an academic and co-curricular activity at Avila. Students in both programs have the opportunity to work with theatre professors and some of the finest professional talent in the region. Students are encouraged to apply for theatre performance grants that

reward talent and services to the four main-stage productions. Students may participate in backstage assignments, acting, or house management and publicity. Students who major or minor in theatre may concentrate in acting, directing/producing, technical theatre, or musical theatre. Contact Director of Theatre (816) 501-2411 for more information.

Thornhill Gallery

Since 1978, the Thornhill Gallery, located in the Whitfield Centre, has presented art exhibits by contemporary regional and national artists to educate and enrich the students of Avila University as well as the greater Kansas City community. The gallery usually hosts six to seven shows a year, concluding with the annual Senior Exhibit for Graphic Design Majors in May.

Sexual Orientation Diversity Alliance (SODA)

SODA serves the entire campus community by seeking to help end discrimination, foster a safe, supportive and nurturing environment, and promote attitudes and behaviors that create a climate of mutual respect for all members of the Avila community. It seeks to help educate and support persons of all sexual orientations and gender identities.

Student Senate

All students admitted and enrolled for credit at Avila University are members of the Avila University Student Body and represented by the Student Senate.

Eleven students, elected in the annual, spring, campus-wide election, make up the Student Senate. Senators or senate appointees serve on most committees of the university and encourage student viewpoints and participation in the operation of the university. Contact the Associate Dean for Student Affairs at (816) 501-3628 for information about Student Senate.

Student Honors

The Avila Medal is an honor conferred by the President. The award is presented on qualifications of character, service and loyalty.

The Ariston Award is an honor conferred by the students on the outstanding senior.

Who's Who Among Students in American Universities and Colleges is a nationally recognized award conferred upon graduating seniors who have shown outstanding merit and accomplishment in academic and co-curricular areas.

The St. Catherine's Medal is presented annually through Delta Epsilon Sigma to the sophomore woman who has the best record of progressive achievement for her class at the university.

The St. Thomas More Medal is presented annually by the Avila University faculty to the sophomore man who has the best record of progressive achievement for his class at the university.

Academic departments and offices confer more than 20 awards for scholarship, leadership and contributions to the university. These are awarded annually at the Honors Convocation held on commencement day.

Student Policies

Code of Student Conduct

As a Catholic University, sponsored by the Sisters of St. Joseph of Carondelet, Avila maintains a position that its educational role is more than an exchange of knowledge and the pursuit of wisdom. Avila is committed to the educational development of the total person and seeks to develop an environment that is conducive to academic endeavor, social, spiritual, personal, and physical growth with individual self-discipline and responsibility. It is the purpose of this Code of Student Conduct to create an environment in which students have the best chance to learn, to study, and to grow as members of this community and the world community. This Code of Student Conduct allows members of our diverse community to live in harmony, to interact effectively, and to learn from each other.

The university operates from a value system in which caring, sharing, and respect are paramount. While we value diversity and seek to serve all segments of society, we do not aspire to be only a reflection of society. We seek higher goals with higher values and higher standards.

It is the intent of this code to set forth in a clear, concise, and uniform manner the expectations of students who join with the University Community and to set forth administrative and judicial procedures whereby those who are accused of violating the rules may be afforded due process.

A complete explanation of the Code of Conduct, student policies and the discipline process is available in the *Avila University Student Handbook*. Handbooks are available on-line through the Avila University web site at www.avila.edu or by contacting the Student Affairs Office at (816) 501-3627.

Some key student policies are listed below with a complete listing being available in the *Avila University Student Handbook*.

Identification Cards (ID)

All students are required to have an official, validated Avila University ID card. Students shall present their ID card upon request of an authorized official for services, admittance to activities and events, and the use of some facilities. ID cards are required for students on a meal plan to access food service and for resident students to access their residence hall. Some local businesses grant discounts to students who present a valid ID. ID cards must be validated each semester that a student is enrolled at Avila. Replacement ID cards are available at a cost of \$20.00, due at the time of card replacement. For more information or for a schedule of times for the ID service, please contact the Student Life Office at (816) 501-3660.

Residency Requirement

Avila University believes in its responsibility to ensure that each new student be given maximum opportunity to succeed academically, developmentally, and socially. This can best be accomplished through a total integration of the university environment and residence on campus. Therefore, all full-time, single first and second year students under the age of 21 are required to live in university residence halls if they are not residing with parents or legal guardians within a commutable distance from campus. Contact the Student Life Office at (816) 501-3660 for further information or exceptions to this policy.

Personal Property Losses

The University is not responsible for the loss or damage to property owned by students or their guests, regardless of cause.

ADMISSION/EXPENSES



Admission

The admission procedures and policies of Avila are designed to assist in the selection of those students who are most likely to benefit from and contribute to the educational opportunities offered at the University. Any person wishing to enroll in one of the following categories of students **MUST BE ADMITTED TO THE UNIVERSITY** through the Office of Admission prior to initial registration:

First-year Students

Transfer Students

International Students (Students on an F-1 Visa)

Re-Admit Students

Certification Students

Legal Assistant

Non-Degree Students (Students wishing to enroll for more than nine (9) credit hours without seeking a specific degree)

Admission decisions are made on a “rolling admissions” basis. Once a student completes an application for admission and submits all required application materials, the admission staff evaluates the application for a decision. Admission notification letters are sent as soon as the decision is made. Financial aid decisions and awards are made in the Spring for the following academic year.

Students are encouraged to complete their application for admission and application for scholarships/financial aid as early as possible to maximize their opportunities for receiving financial aid awards.

To apply for financial aid, students must complete a FAFSA (Free Application for Federal Student Aid) financial aid form for the academic year when they plan to enroll. When applying, students need to indicate Avila’s **FAFSA code #002449** as the institution code for Avila University in section H of the FAFSA.

Procedures

Application Fee

There is **no application fee** for applying for undergraduate admission.

Application Instructions

Admission to Undergraduate Degree Programs

Academic Requirements

Graduation from an accredited secondary school or its equivalent (G.E.D.) is a prerequisite for admission. All applicants who have attended secondary school in the U.S. and who have not previously undertaken college study must submit ACT or SAT college test scores. (In

some cases, college test scores are not required for first-time first-year students who graduated from secondary school more than one year ago).

First-year Student Applicants

First-year student applicants (high school graduate or G.E.D. recipient with fewer than 24 hours of college work) are encouraged to submit their application for admission soon after **completing** their junior year of high school. The materials listed below must be submitted to the Assistant Vice President for Undergraduate Admission before the student's application for admission can be evaluated.

- 1) *Application for Admission.*
- 2) *Official Secondary School Transcripts* sent directly to Avila University. First-year applicants may apply after completing six semesters of transcribed high school or secondary school work. Final transcripts indicating high school graduation need to be submitted to the Office of Admission before first-year classes start.

<u>Recommended Course Work for Admission</u>	<u>Units</u>
English	4
Math (Algebra or above)	3
Social Science	2-3
Natural Science	2-3
Foreign Language	2-4
Fine Arts	1-2
	<hr/> 16

For successful admission to the university, Avila strongly recommends that high school applicants complete 16 units chosen from the above areas. The suggested minimum and ranges are provided to assist students in choosing high school courses to prepare for college. Graduates from non-accredited high schools will be considered on an individual basis.

- 3) *ACT or SAT scores* are required of all first-year student applicants who have attended secondary school in the U.S. and have not been out of school for more than one year.

If ACT or SAT scores are already printed on the student's official transcripts, a separate score report is not needed. To send scores to Avila University, use Avila's ACT College **code 2278** or Avila's SAT College **Code 6109**. The ACT examination is given on the Avila campus. Contact the Student Resource Center for test applications or information.

Applicants who have graduated from high school more than one year before entering college need not take a college entrance examination.

G.E.D.

Applicants who have not completed high school may be considered for admission on the basis of the General Educational Development. Passing scores must be achieved in each area of the G.E.D. For these applicants, an admission decision will be made based on the following required materials:

- 1) *Application for Admission.*
- 2) *G.E.D. test score.*

Home-Schooled Applicants

Home-schooled applicants are reviewed on an individual basis. However, all applicants must provide evidence of successful completion of a high school level of study. Applicants may be requested to submit some or all of the following materials:

- 1) *Application for Admission.*
- 2) *Official Secondary School Transcript/Portfolio sent directly to Avila University.* First-year student applicants may apply after completing six semesters of documented high school or secondary work. Final transcripts indicating high school graduation need to be submitted to the Office of Admission before freshman classes start. Agency or state issued transcripts are necessary if applicable. For successful admission to the university, Avila strongly recommends that high school applicants complete 16 units of recommended curriculum. Please refer to the First-year Student Applicants section for details. If needed, additional documentation may be requested regarding high school coursework.
- 3) *Official transcript(s) of all college-level work completed.*
- 4) *GED Scores.* Home-schooled students may be requested to complete the General Education Development test in order to provide the Office of Admission with supplemental academic information in addition to a transcript/portfolio.
- 5) *ACT/SAT scores* are required of all first-year applicants who have completed secondary school in the United States and have not been out of school for more than one year. Please refer to the First-year Student Applicants section for details.

Transfer Applicants

Transfer students are degree-seeking students who have previously enrolled in an accredited, post-secondary degree program after graduating from secondary school.

Transfer applicants must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.*
- 3) *Official secondary school transcripts.* (Official secondary school transcripts are required for students who have not completed 24 college credit hours or whose grade point average is below 2.0).

Re-Admit Students

Former Avila students who have not attended during the previous two semesters (not including summer) will need to re-apply for admission. They must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed since their last Avila enrollment.*

International Students

Admission for International Students

International students are applicants who are not United States citizens or permanent residents. They must file all application materials for the degree program to which they are applying as well as the items listed below.

1) *Application for Admission.*

2) *Official transcripts* from secondary schools and universities attended. Secondary transcripts must be submitted if a student has not completed a full year of postsecondary equivalency. All transcripts not written in English must be accompanied by notarized English translations. All transcripts should include the following information:

- dates of attendance
- courses taken and grades received
- degree earned and date received

3) *Test of English as a Foreign Language (TOEFL) score report.* All international students must submit proof of proficiency in the English language by means of the TOEFL or previous college course work. If native language is English, no TOEFL is required. No TOEFL is required if student has successfully completed 12 hours in Level I and Level II core curriculum courses as defined in the Avila University Catalog with a cumulative grade point average of a 2.0 and no "F" grades. The TOEFL requirement may sometimes be waived for students who have completed high school or at least one year of study at a college where all instruction was conducted in English. International students need to submit an official TOEFL score report. The minimum TOEFL score for admission to an undergraduate degree program is 550 for the written TOEFL test or 213 on the computer-based test (500 or 173 for provisional admission). The TOEFL university code for Avila University is **6109**. No TOEFL score is needed for the Intensive Language and Culture Program (ILCP).

4) All admitted international students must submit a Statement of Finance. Proof of support may be a bank statement or other documents guaranteeing the student's ability to meet the costs of study in the United States. If the funds belong to a parent or sponsor, the sponsor must also submit a letter of intent to sponsor the student's tuition and living expenses.

5) When an accepted international student has provided a Statement of Finance, the Office of Admission will issue an I-20 application for a non-immigrant student visa.

6) Upon arrival at Avila University, prior to enrolling in classes, all accepted international students must provide proof of health insurance coverage before they can complete their enrollment.

Students who need further study of English before beginning a degree program can enroll in Avila's Intensive Language and Culture Program (ILCP).

ILCP and English Language Study at Avila

International students wishing to improve their English can apply directly to Avila's Intensive Language and Culture Program (ILCP) which offers five entry points per year. ILCP students can enroll in selected academic courses while they are studying ESL. International

students can apply directly to the ILCP before applying for admission to a degree program. Please contact the Coordinator of the ILCP, for further information about the Intensive Language and Culture Program at: Tel. (816) 501-3772. **FAX (816) 501-2461** or by e-mail at: InwardsBA@mail.Avila.edu.

Certification Students

Teacher Certification

The Education Department provides the opportunity for students who have previously earned a bachelor's degree from an accredited college or university to become eligible for a Missouri and/or Kansas teaching certificate by successfully completing a certification program. The teaching certification applicant must demonstrate the same competency requirements as those required for all education students. Consult the Education Student Handbook for specific requirements and procedures.

Required Materials:

Teacher Certification applicants must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.* Final college transcript must indicate conferral of bachelor's degree.

Paralegal Certification Program

The Business Division provides a non-degree program for applicants who wish to be certified as a Paralegal. (See section on Legal Studies).

Required Materials:

Paralegal Certificate applicants must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.*
- 3) *Official secondary school transcripts* are required for students with fewer than twenty-four (24) credit hours of college-level work.

Certificate in Aging Studies

The Social Science Division provides a non-degree program for applicants who wish to be certified in Aging Studies. (See the section on Gerontological Studies.)

Required Materials:

Applicants for the certificate in Aging Studies must submit:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.*
- 3) *Official secondary school transcripts* are required for students with fewer than twenty-four (24) credit hours of college-level work.

Non-Degree Students (beyond nine (9) credits at Avila University)

Avila University provides the opportunity for students who do not wish to seek a degree at Avila to continue study at Avila beyond the nine credit hour limit for Enrichment Students.

Required Materials:

- 1) *Application for Admission.*
- 2) *Official transcript(s) of all college-level work completed.*
- 3) *Official secondary school transcripts* are required for students with fewer than twenty-four (24) credit hours.

Admission Status

Upon receiving the required application materials, the Office of Admission will consider each student's application. Within two weeks of a decision, the university will notify the applicant of her or his admission status.

Regular Admission

The university considers several factors in admission decisions. No single factor eliminates consideration or guarantees admission. In general, applicants are considered for regular admission based on the following:

First-year Students (high school graduate or G.E.D. recipient with fewer than 24 hours of college work)

- High school grade point average of 2.5 or above (4.0 scale)
- Recommended 16 units of college preparatory coursework as reflected in the high school transcript
- ACT score of 20 or above or SAT score of 930 or above
- Strong recommendations from high school counselors and/or teachers

Transfer Students

- A cumulative grade point average of 2.0 or greater in college work attempted
- College transcript coursework indicative of success in future Avila coursework

Re-Admit Students (students returning to Avila after an absence of 2 or more semesters)

- In good standing with Avila
- Cumulative grade point average of 2.0 or greater in all college work attempted since leaving Avila

International Students

- TOEFL score of 550 or better for written TOEFL or 213 on cbt (500 or 173 for provisional admission)
- Academic achievement equal to that required of all applicants

Provisional Admission

Applicants who do not meet the standard admission criteria (due to previous grades, SAT or ACT scores) but show promise for academic success may be reviewed for admission as provisional students. Those students are referred to the Admission Committee for further evaluation of their potential for successful college work. Students who are provisionally admit-

ted may be required to participate in a university skills training program designed to develop academic and college organizational skills. These students may also be restricted in the number of credit hours for which they may enroll within their first semester. Students should provide a personal statement that reflects motivation and commitment and at least two letters of recommendation.

Special Students

Certain students need not apply for regular admission to the University. The required materials listed under each category must be submitted to the Registration and Student Records Office prior to enrollment each semester.

Enrichment Students

Students may take up to nine (9) credit hours without submitting official transcripts. They may at any time prior to completing the nine (9) credit hours apply for admission to the university as either degree-seeking or non-degree students.

Required Materials: None

Visiting Students

Students who are seeking a degree at another institution may take classes at Avila University.

Required Materials: Written permission from home institution

KCASE Exchange Students

Students of eligible institutions may take one course per semester (excluding summer sessions) without additional tuition charges at Avila University.

Required Materials: KCASE Registration Form signed by appropriate personnel of the home institution

Dual High School-College Enrollment Students

Juniors or Seniors in high school may enroll for first-year level classes at Avila University.

Required Materials: Written permission from high school principal or counselor

Campus Visits

We encourage you to visit Avila University. Visits may be scheduled Monday through Friday or by special appointment through the Office of Admission. When you schedule a campus visit you may take a campus tour guided by an Avila student, meet with an admission representative, observe a class, talk with faculty, coaches and activity sponsors in your areas of interest, and even spend the night on campus. The University also offers campus-wide visit days called All About Avila Day and Transfer Visit Day twice a year.

Admission Information and Applications

For admission information and application materials, please contact the Office of Admission at Avila University, 11901 Wornall Road, Kansas City, MO 64145, or by e-mail at: Admissions@mail.Avila.edu. Or call the Office of Admission at **1-800-GO-AVILA** or **(816) 501-2400** or FAX at (816) 501-2453. Visit our website at www.avila.edu.

Avila Advantage Program

The Avila Advantage Program is an adult degree program leading to a Bachelor of Science in Business Administration, a Bachelor of Science in Healthcare Services, and a Bachelor of Arts in Psychology. Applicants must be at least 23 years of age or have a minimum of three years of work experience. The program is taught in 5-week and 8-week formats as well as via weekend intensive and on-line courses throughout a semester. Students may enter the program whenever a course starts. The format provides students options of multiple start dates and a supportive adult learning environment. Classes are offered on-site and off-site regionally and nationally. Avila Advantage classes meet from 6:00-10:00 p.m., Monday through Thursday, 6:00-10:00 p.m. on Friday, and 8:00 a.m.-5:00 p.m. on Saturday. For information or application materials contact the Avila Advantage Office at (816) 501-3737, by Fax at (816) 941-4650 or e-mail at Advantage@mail.Avila.edu.

Financial Regulations

The university year is divided into two semesters averaging 15 weeks each and a summer session. Full-time tuition does not include courses taken during the summer. Tuition and fees are the same for audited and credit courses. Accounts must be paid in full, or payment arrangements made, before the beginning of each semester in order to complete registration. This includes applying for financial aid. Students are responsible for the total tuition and other miscellaneous charges even though a third party may pay the university directly or reimburse the student. In addition to cash, check, and money order, Avila University accepts Mastercard, Visa or Discover credit cards.

The Avila Guaranteed Tuition Program

This program allows full-time students to purchase an optional contract which will GUARANTEE that their tuition costs do not increase over a four-year period of full-time continuous undergraduate enrollment.

The one-time premium paid to secure the contract is 10 percent of the full-time annual tuition the academic year the plan is taken. The premium is non-refundable but will be returned in part if the student does not save money through the GUARANTEE program.

For further information and details, contracts can be obtained from the Admissions or Financial Aid Offices.

Basic Expenses (2004-2005)

Full-time Students (12-18 hours)

Tuition per semester	\$7,750.00
Student Center and Activity Fee per semester	\$ 75.00
Tuition per credit hour over 18 hours	\$ 365.00
Room and Board	
Double Room and Board per semester	\$2,700.00
Single Room and Board per semester (if available)	\$3,375.00
Other Meal Plans for Residents and Commuters are available	
Please see the Student Affairs Office for further information.	
Room Reservation and Damage Deposit	\$ 50.00
Residence Hall Activity Fee per semester	NONE
Technology Fee per semester	\$ 110.00

Part-time Students (1-11 hours)

(Includes day, evening, Weekend Intensive and Saturday classes)

Tuition per credit hour	\$ 365.00
Student Center and Activity Fee per credit hour	\$ 3.00
Technology Fee per credit hour	\$ 9.25

Avila Advantage Students

Tuition per credit hour	\$ 365.00
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Summer Students (2004-2005)

Tuition per credit hour	
Undergraduate	\$ 365.00
Technology Fee per credit hour	\$ 9.25

Dual Enrollee Student

(high school junior or senior) 50% of current tuition per credit hour

Special Tuition

Audit per credit hour	\$ 365.00
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Continuing Education Courses per credit hour (except as listed in the class schedule; Graduate credit excluded)	\$ 183.00
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Students 55 Years and Older (excluding Avila Advantage credit)

-Verification of age required

Tuition - full-time (12-18 hours) per semester	\$3,875.00
Technology Fee per semester	\$ 110.00
Student Activity Fee (full-time)	\$ 37.50
Tuition - Part-time (1-11 hours) per credit hour	\$ 182.50
Tuition for Continuing Education (Graduate credit excluded) per credit hour	\$ 91.25
Student Activity Fee per credit hour (part-time)	\$ 2.00
Technology Fee per credit hour (part-time)	\$ 9.25

Lab Fees All

Application Fee NONE

For Lab Fees and Miscellaneous Fees see the Semester Class Schedule for specific fees.

Payments

Advanced Payments

Tuition Deposit

For those students entering in the fall semester, a \$100 tuition deposit is due upon written notification of acceptance. This deposit is non-refundable after May 1. For those students entering in the spring semester, a \$100 tuition deposit is due and is non-refundable after January 1.

Deposit will be credited to the student's account in the Business Office and deducted from the first semester's expenses.

Room Reservation and Damage Deposit

Rooms are reserved by written application to the Residence Life Office and payment of a \$50 Room Reservation and Damage Deposit.

Payment of Accounts

All accounts must be paid in full (via personal payment or financial aid) by the payment due date announced in the class schedule or arrangements must be made to pay in installments through Avila's Deferred Payment Plan. Avila accepts Mastercard, Visa or Discover credit cards in addition to cash, check, or money order.

Financial Aid and Loan Recipients

In order for financial aid awards to be applied to the student's account, aid must be accepted in writing and all aid papers must be signed in the Financial Aid Office.

If, at the time of registration, the loan proceeds (wire transfer or check) are not in the Business Office, the student will be responsible for any payment due on the scheduled due dates. Perkins Loan recipients must sign the loan papers in the Business Office during the first week of classes. In the event there are other loans, such as Stafford, they may be signed according to the regulations noted under the catalog section Credit Balance Refunds. Loan proceeds must be applied to any balance due and any resulting credit balances will be refunded as noted under Credit Balance Refunds.

Please remember: Loans of any type **MUST BE REPAYED** whether or not you graduate or are satisfied with the education you receive.

Deferred Payment

Through Avila's Deferred Payment Plan, the tuition and fees balance, after accepted financial aid is applied, may be paid in four equal installments throughout the semester. The first payment (25% of balance due which includes the plan fee) is payable approximately seven-teen days prior to the date of the first class or at the time of registration with the balance payable in three equal installments during the semester. Students may enroll in the deferred payment plan by signing an agreement and paying an enrollment fee. Agreement forms are available in the Business Office and must be signed. If the form is not returned, the enrollee, by making the first payment of the deferred payment plan, accepts all the conditions of the plan. A fee for the plan is charged, and, if payments are not made on or before the due dates, a late payment penalty is assessed. Charges and payment dates are listed in each semester class schedule. **THE STUDENT'S RESPONSIBILITY FOR THE TOTAL CHARGES IS NOT CHANGED BY HAVING SOME PORTION OF THE PAYMENT DEFERRED.**

Late Payment Penalties

Failure to make arrangements for any payment due on a campus account by the due date will result in one or more of the following actions:

- a) late payment penalty
- b) a hold on the student's record
- c) cancellation of the student's registration

A student may be reinstated by paying a reinstatement fee; however, the original classes cannot be guaranteed.

REFUNDS

Return of Tuition and Enrollment Charges

In any instance of adding, dropping or withdrawing courses, the student must complete a Change of Schedule form available in the Registration and Student Records Office and return the form to the Registration and Student Records Office. The date the form is returned and processed in the Registration and Student Records Office is the date used for adjustments to charges. The time periods for the adjustments commence with the first day of classes according to the academic calendar and not the beginning date of the individual courses, unless otherwise noted. Laboratory fees are not refundable, except for cancellation of registration. An administrative withdrawal fee will be charged.

Total Withdrawal fee:

Full-time students: \$100

Part-time students: \$ 25

Tuition will be adjusted for a full-time or part-time student in accordance with the student's status.

Full-Time Students

- **Cancellation of Registration**

Prior to the start of classes and the first seven calendar days of the semester, a cancellation of registration will result in a cancellation of all tuition and fees. Cancellation of registration is a complete withdrawal from the university and no records will be kept. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the first week of classes to officially cancel registration. An administrative withdrawal fee of \$100 will be charged. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed below.

- **Change of Status from Full-time to Part-time**

Prior to the start of classes and the first seven calendar days of the semester, tuition charges will be re-assessed at the part-time rate. After seven calendar days there will be no tuition reduction and the original charges will be due and payable. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the first seven calendar days of classes to officially re-assess tuition charges. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed below.

• **Total Withdrawal of Registration**

After the first week of classes, full-time students withdrawing from all classes will be re-assessed tuition based on the following schedule. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the given period to officially re-assess tuition charges. Laboratory fees are not refundable. An administrative withdrawal fee of \$100 will be charged.

1 through 7 calendar days	100% tuition refund (see cancellation above)
8 through 14 calendar days	75% tuition refund
15 through 21 calendar days	50% tuition refund
22 through 28 calendar days	25% tuition refund

The return of any Title IV federal student aid and non-federal student aid will follow the policies list below.

Part-Time Students

• **Cancellation of Registration**

Prior to the start of classes and the first seven calendar days of the semester, a cancellation of registration will result in a cancellation of all tuition and fees. Cancellation of registration is a complete withdrawal from the university and no records will be kept. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the first week of classes to officially cancel registration. An administrative withdrawal fee of \$25 will be charged. The return of any Title IV federal student aid and non-federal student aid will follow the policies listed below.

• **Withdrawal from Some or All Classes**

After the first week of classes, part-time students withdrawing from classes will be re-assessed tuition based on the following schedule. The Change of Schedule form must be returned to and processed by the Registration and Student Records Office during the given period to officially re-assess tuition charges. Laboratory fees are not refundable. An administrative withdrawal fee of \$25 will be charged.

1 through 7 calendar days	100% tuition refund (see cancellation above)
8 through 14 calendar days	75% tuition refund
15 through 21 calendar days	50% tuition refund
22 through 28 calendar days	25% tuition refund

The return of any Title IV federal student aid and non-federal student aid will follow the policies list below.

• **Weekend Classes**

See the section on **Weekend Policies** for the refund policy (p. 54).

• **Avila Advantage Classes**

See the section on **Avila Advantage Policies** for the refund policy (p. 55).

Non-credit Students

- Refunds will be made according to the part-time students policy. An administrative withdrawal fee of \$10 will be charged.

Return of Student Aid

• Return of Title IV Federal Student Aid

Students who withdraw from all courses before 61% of the semester has elapsed will be evaluated according to the Department of Education guidelines and formula as stipulated by the Higher Education Amendments of 1998. Federal aid is earned by the percentage of the payment period the student completes. The percentage of aid earned is derived by dividing calendar days attended in the period by total days in that period. Weekends are included, but scheduled breaks that are at least five (5) days long are excluded. If the student completes more than 60% of the term, 100% of the aid is earned for the period and no immediate repayment obligation results. If the student completes 60% or less of the term, the portion of the federal aid determined to be unearned must be repaid to the federal programs.

The Title IV federal programs that are affected include Pell Grants, SEOG, Perkins Loans, Stafford Subsidized and Unsubsidized loan programs. Federal aid programs are returned in the following order: Stafford Unsubsidized Loan, Subsidized Loan, Perkins Loan, PLUS loan, Pell Grant, SEOG, other Title IV programs.

Avila will return Title IV aid from the student's account according to the federal formula. A student may be required to return a Title IV aid overpayment. When a student receives notification from Avila of an overpayment, the student has 45 days to return the funds to the Business Office. Students not complying with the 45-day requirement will be submitted to the Department of Education for collection. The student will be ineligible for further Title IV aid until the overpayment has been paid in full or satisfactory repayment arrangements have been made with the Department of Education.

The return of enrollment charges policy calculation and applicable institutional refunds will be done within 30 days of the withdrawal date. A letter indicating the calculation results, any applicable refund or the adjusted statement of charges will be sent to the student's home address.

• Return of Non-Federal Student Aid

The return of federal funds is the first priority for students receiving federal aid. If the student received institutional aid, state aid, or made personal payment, the institutional and state aid are repaid proportionally according to the source of the payment. If repayment of aid programs results in a balance owed to Avila on the student's account, it is the responsibility of the student to repay the amount owed and is due upon notification that a balance owed exists.

Refund Appeal Policy

Students who feel their individual circumstances warrant an exception from the above stated refund policies may appeal in writing. The appeal should include a statement of the exception being requested, an explanation as to why an exception should be granted and appropriate materials to support the request for the exception. The appeal letter and supporting materials should be sent to the Academic Affairs Office. Once all appeal materials

are complete in the Academic Affairs Office, the student will receive written notification of the decision.

Credit Balance Refunds

Credit balances are available from the Business Office on the following schedule: **Students not receiving federal assistance** may request a refund at any time after the second day of classes. **Students receiving any federal assistance** (Pell, SEOG, Subsidized and/or Unsubsidized Stafford Loans) will automatically receive a credit balance return on the schedule outlined below *unless* the student has submitted a written request for Avila University to maintain a credit balance on his/her account. Credit balances resulting from these federal monies must be issued to the student by the 14th day following the beginning of class or the receipt of funds by the University (whichever occurs last). Federal Perkins Loan papers must be signed in order to be included in any credit balance returns. Refunds for Perkins Loan proceeds will be available on the 14th day following the beginning of class or the completion of the Promissory Note by the student (whichever occurs last). In instances where credit balances are created by funds paid from outside sources (such as business, government and banks), the money must first be received by Avila University in order to issue a disbursement check to the student. An authorization to bill an outside source does not create a credit balance.

- **Federal Stafford Loan, Federal Unsubsidized Stafford Loan and/or Perkins Loan recipients:**

- a. Remember: Loans of any type must be repaid whether or not you graduate or are satisfied with the education you receive. Borrow wisely!
- b. For first-year, first-time undergraduate borrowers, loan proceeds will not be disbursed until 30 days have expired from the first day of classes. At that time, after class attendance and academic progress have been verified, loan checks may be endorsed by the student or wire transfers received by the University. Any refunds resulting from this occurrence will be issued on the 14th day after funds are received by the University.
- c. For all other borrowers: Avila University regulations will not permit credit balances generated by these loans to be returned until classes have begun and attendance has been verified. When the loan check is endorsed or a wire transfer received before classes begin, the refund of a credit balance will be available on the 14th day following the beginning of classes. If the loan check is endorsed or a wire transfer received after the beginning of classes, the refund of a credit balance will be available on the 14th day following the receipt of the loan proceeds.

Residence Hall Refunds

Students who have been granted a withdrawal from the university may check out of the residence halls and receive refunds as follows:

- If within the first seven calendar days of the semester, students will receive a full refund of their total room and board fees minus \$100.00 administrative fee.
- After the first week of classes, refunds will be calculated by dividing the total amount of their room and board contract by the number of weeks in the semester and then multiply-

ing that by the number of weeks they have resided in the residence halls. An administrative fee of \$100.00 will also be charged.

Students who are dismissed from the halls for disciplinary reasons will not receive a refund.

The \$50.00 Room Reservation and Damage Deposit may not fall below \$25.00 while a student is in residence. The deposit will be forfeited if the student has not occupied the room by 5:00 p.m. on the first day of class. A residence room will be considered vacant unless previous arrangements have been made.

After a student has properly checked out of the room, the Room Reservation and Damage Deposit, less unpaid assessments, is refundable to the student under the following circumstances:

- Any new resident student who withdraws an application and who notifies the Residence Life Office in writing prior to June 15 for the Fall Semester and December 1 for the Spring Semester.
- Students withdrawing from the university at the end of the Fall Semester who notify the Residence Life Office in writing by December 1 for the Spring Semester.
- Students who do not sign a new contract and whose contract period expires.
- Returning resident students who request cancellation of their contract during the summer and who notify the Residence Life Office by June 15.

Financial Report

The annual financial report is available upon request to the Office of the President.

Financial Aid

Avila University believes that every student should choose a college based on the academic quality of the institution, not the cost. Therefore, our goal is to use financial aid funds to make Avila University an affordable choice for any student.

Assistance With University Costs

Avila University encourages you to apply for financial assistance through the Financial Aid Office, located in Blasco Hall. You can reach us by phone ((816) 501-3600), e-mail (COMSTOCKAL@MAIL.AVILA.EDU), or by writing to us at the general University address. We can provide information on the application process for federal, state, and Avila monies, and answer your questions as they arise.

Avila University is strongly committed to a two-fold financial aid philosophy:

Equal Access: Avila provides financial aid funds to assist qualified students, who, without such assistance, would be unable to meet their university costs.

Recognition of Excellence: Avila offers significant additional institutional funds to recognize and encourage students who have superior academic records or demonstrate outstanding abilities.

Application for Financial Assistance

Since many of the monies available as financial assistance are limited, you should apply as soon as possible after January 1. Continuing students are guaranteed to receive all funds for which they qualify, if they have completed their financial aid file as outlined below by April 15. (Note: Residents of Missouri should keep in mind the April 1 FAFSA receipt date deadline for consideration for the Charles Gallagher Student Grant and other state programs.)

If you're new to Avila . . .

- Apply for and be accepted for admission to the University.
- Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov, using the Avila University school code of 002449.
- Sign and return within two weeks of receipt the financial aid award letter that will be sent to you with an estimate of the types and amounts of financial assistance available to you. (Note: Before May 1, if you need more than two weeks to consider the award, please call us for an extension.)
- Submit all documents requested with the financial aid award letter (example: copy of federal tax return for previous year). Your aid package cannot be finalized until your file is complete.

If you're a continuing student . . .

- Make satisfactory academic progress as outlined in the Financial Aid Satisfactory Academic Progress Policies notification included with your award letter each year.
- Complete a Renewal or Free Application for Federal Student Aid, coding in Avila University (002449) in Step Six.
- Complete an Avila University Financial Data Sheet.
- Sign and return your Financial Aid Award Letter within two weeks of receipt.
- Submit all documents requested with the financial aid award letter (example: copy of your federal tax form for the previous year and that of your parent(s) if applicable, verification worksheet). Your financial aid package cannot be finalized until your file is complete.

Types of Financial Assistance

Avila University Awards

Avila University awards merit scholarships to incoming First-year and Transfer students. All awards made from University funds are renewable as long as the student is enrolled full-time and meets the renewal criteria.

Awards to new full-time, first-year students are based on a combination of the following as applicable: academic achievement, graduation from a Catholic high school, performance ability, and/or athletic ability.

Awards to full-time Transfer Students are based on a combination of the following as applicable: academic achievement, performance ability, and/or athletic ability.

Students must maintain satisfactory academic progress to remain eligible for financial assistance in addition to meeting the renewal requirements for each type of award. Renewal criteria and requirements vary for each type of award. Renewal criteria is included with the financial aid award letter.

Academic scholarships are partially funded through endowed funds donated by generous friends of the University to honor the following individuals and groups:

Living and Memorial Endowed Scholarships

Charles J. and Suzanne Adams '69
James F. Andrews
Juanita Bachofer
Jack and Edna Bear
Dr. Dianne Yvonne Bell
Mike Berbiglia
Dr. Victor H. Bergmann
Harvey E. Bergren
Louise Trim Bogart Bixby
Margaret A. and James P. Blickhan
Henry W. Bloch
Marion Bloch
Edwin G. Borserine
Julia Boutross, Ruby Boutross, Mary

Boutross Malouff, and Rosemarie
Boutross Andrews
Joseph T. and Phyllis C. Brennan
Margaret Hogan Brennan
Melvin Brown
Ganet Buchhorn
Paul And Billie Burandt
Doris Byers
Mary L. Clarkson
Carol R. Collins '65
The Connor Family
Elizabeth Debelak Curran
Louis A. and Olivia L. Dallavis
Sister Olive Louis Dallavis, CSJ

Edith and Harry Darby
Catherine Davin
Joan Davis '74
Edmond and Aileen Michel Dillon
George L. and Gertrude A. Eschbacher
Gladys Seymour Fisk
Glen W. and Bernadette Flentie '65
Frank Fonteyn
Donald G. Forsythe
John William Gavin, Mary Ellen Gavin
O'Connell, Frances O'Connell, Sr.,
Ellen Marie Gavin, CSJ '38
Matty Pat Gilford '46
Dorothea Shuford Gordon

Norman P. Gordon
 Sarah Hamilton
 Sister Felice Helmes, CSJ
 Carol A. Hill '80
 Sister Marcella Marie Holloway, CSJ '32
 Gwendola C. Holly '62
 Frank and Josephine Hudson
 Ellen Huffman
 Ruth Hulse
 Ole C. and M. Virginia Jensen
 Thomas K. Joyce '73
 Dr. Pierre W. Keitges
 Loretta J. Kelley '54
 Vallie C. and William E. Kent
 Robert L. and Rosemary C. Kilker '60
 Twila Hegarty Kitchin '58
 The Kramer and Finnerty Families
 B. K. Krenzer '44
 Virginia Kruse
 Vincent and Bertha Kurzweil Family
 Sister Pachomia Lackey, CSJ
 Dr. H. Paul LeMaire
 Ray A. and Rose M. Maher
 Marjory Martin
 Jan Mathews '60
 Rose McElvain

Dr. Donald Bertram & Florence M. McGregor
 LaRaine McGuirk
 Sister de LaSalle McKeon, CSJ
 Joseph McLaren
 Kelly Ann Meehan '95
 Mary J. Miller
 Robert and Philomena Muntzel
 Virginia Murphy '32
 Raymond Nicolas Nastase
 Ruth Bogardus Noel
 Frank J. and Mary E. O'Leary
 Mary Margaret O'Sullivan '26
 Barbara Pendleton
 James and Madeline Pershing Regan
 Sister Margaret Reinhart, CSJ
 Margaret P. Reintjes '50
 Ray and Nellie Lu Rice '40
 Judge Allen A. Ridge
 Paul and Ursula Ritts
 Celeste Ruzicka
 Evelyn Nelson Ryan
 Lawrence W. and Kathryn L. Kent Saeger '37
 Stanislaw and Mary Samhorski
 Sister Rose Anthony Schmitt, CSJ '36
 Phyllis Ritts-Schroer '65

Cecil Viola Scribner
 Stephen T. Sirdridge, Ph.D.
 Catherine Skinner
 Jerry Smith
 Dr. L. George Smith
 Catherine McGee Soden
 Tillie Van Dyke Specht
 Adelee and Charles Stevenson
 Una Chang Strauss '83
 John J. Sullivan, Jr.
 Col. John L. and Theresa B. Sutton '36
 Toni Lynn Tady
 Sister Ann Dominic Tassone, CSJ
 Rose Sarli Teicher
 Stephanie Anne Theis
 Jeanne Collins Thompson '54
 Edward A. Thornhill
 Theodora A. Tucker
 Roscoe and Velma Van Valkenburgh
 William Volker
 Jo Ann Vowells '44
 Dr. Lena Wikramaratne
 Earnest D. and Margaret M. Wilson
 Katherine Worth
 Henry E. Wurst
 Harley and Marge Wyatt
 Lorene Soden Zahner

Endowed Scholarships from Organizations

Avila University Art Guild
 Avila University Scholarship Sponsors
 Avila University Tradition of Excellence
 in Nursing

Capital Cities Communications, Inc.
 Forster-Powers Foundation
 William Randolph Hearst Foundation

Sisters of St. Joseph of Carondelet
 Grant Thornton, CPA
 Union Pacific Foundation

St. Teresa of Avila Awards are made to new full-time freshmen graduates of Catholic high schools.

State and Federal Programs

Charles Gallagher Student Grant
 Missouri College Guarantee Program
 Advantage Missouri Loan/Loan Forgiveness Program
 Missouri Higher Education Academic Scholarship ("Bright Flight")
 Missouri Teacher Education Scholarship
 Marguerite Ross Barnett Scholarship (for part-time students)

Federal Pell Grant
 Federal Supplemental Educational Opportunity Grant

Federal Perkins Loan
 Federal Stafford Loan (subsidized and unsubsidized)
 Federal Parent Loan for Undergraduate Students (FPLUS)

Federal Work Program

Private Sources of Financial Assistance

Although monies available from private sources (foundations, clubs, agencies, etc.) are not offered directly through the University, you can find excellent free scholarship search services on the Internet. You may search on your own (try <http://www.finaid.org>) or make an appointment with a financial aid counselor who will assist you in our office. You may also use the free MOHELA lab in the Avila Library for Internet access.

Acceptance of a Financial Aid Award

Your financial aid award letter will list the types and amounts of financial assistance for which you qualify. Prior to March 15, you will have until April 1 to accept or reject each separate type of assistance on the letter. After March 15, you are asked to accept or reject the offered assistance within two weeks of receipt of the award letter. If you are a new student and need more time to consider the offer before May 1, you may call the Financial Aid Office to request an extension. If you do not return the letter or request an extension within this time period, the award may be canceled and the assistance offered to another student.

ACADEMIC INFORMATION



Academic Programs

The academic programs at Avila University are designed to provide a balance of liberal arts and professional education. Completion of the core requirements, major course work and electives lead to a baccalaureate degree. Through the Avila Advantage Program, students may earn one of three degrees. Classes may be taken day, evening or weekend. Special programs are available to all students and include the opportunity to enroll in a class at some of the area colleges/universities without charge, spend a semester at one of the ten colleges sponsored by the Sisters of St. Joseph, participate in an Avila Study/Enrichment Tour or study in Washington, D.C. through the Washington Center. Academic credit may also be earned by examination or submission of a portfolio. The academic programs at Avila University reflect our commitment to excellence in teaching and learning.

Undergraduate Degree Programs

<u>Degree</u>	<u>Major</u>
Bachelor of Arts (B.A.)	Art Business Education Chemistry Communication English General Studies History Mathematics Music Natural Science Paralegal Political Science Psychology Religious Studies Sociology Theatre
Bachelor of Science (B.S.)	Accounting Biology Biochemistry Computer Science Elementary Education Middle School Education Premedicine Radiologic Science Special Education Sports Science
Bachelor of Science in Business Administration (B.S.B.A.)	Business Administration Finance General Management Information Science International Business Marketing

Bachelor of Science in Nursing (B.S.N.)	Nursing
Bachelor of Social Work (B.S.W.)	Social Work
Bachelor of Fine Arts (B.F.A.)	Art Theatre

Certificate Programs

- Education
- Gerontology
- Paralegal

Allied Health Programs

- Medical Technology
- Occupational Therapy
- Physical Therapy

Minors

Minors are offered in most major fields (see the appropriate catalog section for details) as well as in the following areas:

- Anthropology
- Computer Science
- Economics
- Secondary Education
 - Art
 - Biology
 - Business
 - Chemistry
 - English
 - General Science
 - Mathematics
 - Music, - Unified Vocal/Choral
 - Social Studies
 - Speech/Theatre
 - Unified Science - Biology endorsement
 - Unified Science - Chemistry endorsement
- Gerontology
- Graphic Design
- Philosophy
- Women's Studies

Avila Advantage Degree Programs

<u>Degree</u>	<u>Major</u>
Bachelor of Arts (B.A.)	Business Administration Psychology
Bachelor of Science (B.S.)	Healthcare Services

Alternative Programs

Avila's Weekend Classes

Avila's weekend classes are designed for students who find the weekend a convenient and attractive time for learning and study. They are designed to service students who, because of job and family responsibilities, find weekend classes compatible with their lifestyles and goals.

Weekend Options

There are two options for weekend classes from which a student might choose:

1. **Weekend Intensive Classes:** classes meet one, two or three weekends on Fridays from 6:00 to 10:00 p.m. and on Saturdays from 8:30 a.m. to 5:00 p.m.
2. **Saturday Classes:** classes meet for two, four or six Saturdays. See the course schedule for meeting dates and times.

Weekend Policies

Weekend Intensive and Saturday Only Classes:

- a. The closing date for registration in weekend intensive courses or Saturday only courses is one week prior to the beginning of the course. Exceptions to this policy are at the discretion of the academic department.
- b. Weekend Intensive and Saturday only Withdrawal and Refund Policy.
 - * Students may withdraw from a weekend intensive course that meets one weekend any time **prior to the beginning of the course.**
 - * Students may withdraw from a two or three credit hour weekend intensive course or a Saturday only course, any time **prior to the second weekend of the course.**
 - * Part-time students who withdraw from a weekend intensive course before the beginning of the course receive full tuition reimbursement.
 - * Part-time students who withdraw after the first weekend (for weekend classes of 2 or 3 credit hours) but before the second weekend of the course will receive 50% reimbursement for the course tuition.
 - * There is no refund if the withdrawal takes place after the second meeting of the class.
 - * Full-time students who withdraw from a weekend intensive course before the beginning of the course receive tuition reimbursement as stated in the university catalog.
- c. Weekend intensive courses require readings prior to the beginning of the class, and **STUDENTS MAY BE TESTED ON THAT MATERIAL DURING THE FIRST EVENING OF CLASS.** Students should pick up a copy of the reading assignment in the Library or may obtain a copy on the Library web page.
- d. Courses may require the completion of assignments after the last weekend meeting.
- e. Students are required to attend all sessions of a weekend intensive or Saturday only course. Missing any part of the class may result in either reduction of the final grade or assignment of "F" as the final course grade. Students who cannot attend all sessions should not enroll in a weekend intensive course or should withdraw from the class.
- f. The Credit/No Credit grade option is available to students for special session courses. For a one-credit course, this grading option must be contracted prior to the beginning of the course. If more than one credit, this grading option must be contracted prior to the second meeting of the course.

Avila Advantage Program

The Avila Advantage Program is an adult degree program leading to a Bachelor of Arts in Business Administration, a Bachelor of Science in Healthcare Services, and a Bachelor of Arts in Psychology. Applicants must be at least 23 years of age or have a minimum of 3 years of work experience. The program is taught in 5-week and 8-week formats as well as via weekend intensive and on-line courses throughout a semester. Students may enter the program whenever a course starts. The format provides students options of multiple start dates and a supportive adult learning environment. Classes are offered on-site and off-site regionally and nationally. Avila Advantage classes meet from 6:00-10:00 p.m., Monday through Thursday, 6:00-10:00 p.m. on Friday, and 8:00 a.m.-5:00 p.m. on Saturday.

Avila Advantage Policies

1. A voucher or letter of authorization from a student's company will allow the Business Office to directly bill a student's employer for the tuition due. An authorization to bill an outside source does not create a credit balance. Students are responsible for the total tuition and other miscellaneous charges even though a third party may pay the university directly or reimburse the student.
2. Deferred payment plans and promissory notes are available to Avila Advantage students enrolled in a full semester of Avila Advantage classes.
3. Avila Advantage students who register for at least six (6) semester hours may be eligible for financial aid consisting of deferred student loans. All aid applicants must be accepted for admission to the program before an award is made.
4. Financial aid, including loans, must be fully processed and loan checks or disbursing dates must be on record at registration time to be considered as reducing the balance due. If this is not the case, the student will be responsible for payment at the time of registration.
5. Students who withdraw from five or eight-week classes are eligible for refunds under the following schedule:
 - complete refund* if the withdrawal takes place before the start of the course.
 - 75% refund* if the withdrawal takes place after the first meeting of the class.
 - 50% refund* if the withdrawal takes place after the second meeting of the class and before the third meeting.

*All schedule cancellations or complete withdrawals will result in a \$25.00 charge; all other changes in schedule will be charged \$15.00 for each change. There is no fee for changes made as a result of classes cancelled by the university.

6. Students may withdraw from a 5-week course with a grade of W before the fourth meeting; students may withdraw from an 8-week course with a grade of W before the sixth class meeting.
7. Students are expected to attend all classes for which they are registered. One or two absences are at the discretion of the instructor. More than two absences may result in a grade of "F."
8. Other than a guest speaker(s), only facilitator(s) and students enrolled in the specific course are allowed in the classroom.

Special Programs

Student Exchange Programs

The Sisters of St. Joseph College Consortium Student Exchange Program offers students the opportunity to enrich their educational experience at one or more of the 11 consortium institutions. For more information regarding eligibility, approval and deadline dates, contact the Registration and Student Records Office.

The KCASE program allows students enrolled for at least 12 hours at Avila, with written permission of the advisor and the Registrar, to take one course per semester at most colleges which belong to the Kansas City Area Student Exchange (KCASE). There is no payment of additional tuition. Only lab or special course fees must be paid at the college where the course is taken. Some of the colleges have restrictions on courses and programs offered. This exchange program does not apply to summer sessions. For additional information and forms, see the Registrar.

The Washington Center

Students interested in the operations of the government and the private sector are encouraged to participate in a special program that is sponsored by Avila University in conjunction with the Washington Center, a nonprofit educational organization located in Washington, D.C. Students can do semester-long internships giving them practical, hands-on experience at a variety of institutions and agencies including the Congress, the Justice Department, the State Department and the National Endowment for the Humanities. Students can also participate in one, two or three week symposia/seminars on timely issues and topics facing the country.

Avila Study/Enrichment Tours

National and international tours are led by Avila faculty throughout the academic year providing learning and travel experiences for students, alumni and friends of Avila. Persons may participate in these tours for academic credit. Tour schedules are available in the Office of the Academic Dean.

Study Abroad

Avila students interested in earning credit while studying abroad are encouraged to participate in the Study Abroad program. Avila University has affiliated with Webster University to offer study abroad opportunities in Switzerland, the Netherlands, England, Austria and Thailand. Students interested in information on study abroad should contact the Academic Dean's Office located in Blasco Hall.

Dual High School-College Credit

College credits earned through a dual high school-college program will be accepted as transfer credit provided that the college/university granting the credit is an accredited, degree-granting institution. These credits will be evaluated to determine whether the courses meet general education, program major or elective requirements. The evaluation criteria and policies for dual credit will be the same as those used for transfer credit at Avila University. Students who earn credit through a dual high school-college program must have an official

transcript sent to the Avila University Registration and Student Records Office from the college/university granting the credit.

Those high school students who have finished either their sophomore or junior year in high school qualify to take classes at Avila University as dual-enrollee students. No student who has graduated from high school qualifies as a dual enrollee student.

Non-Traditional Credit Options

Policy

Avila University recognizes that learning can take place in settings other than classrooms. Academic credit is granted for this type of knowledge provided that it meets Avila's criteria. The maximum number of hours accepted for all types of non-traditional credit, such as CLEP, credit for prior learning, correspondence, departmental challenge tests, etc., will not exceed 25% of the minimum hours specified for each degree program. This limit will not apply to programs which grant credit for structured learning from accredited programs in health care with demonstration of competency by registration/certification from a national accrediting agency.

Credits earned through transfer, prior learning portfolio, correspondence, military service or University Level Examination Program (CLEP) do not count as part of the final 30 hours of consecutive resident credits required for a degree at Avila University. Persons wishing to earn non-traditional credit must be currently enrolled at Avila University.

Options

College Level Examination Program (CLEP)

Specific CLEP examinations are accepted by Avila University. A student should check with the Registrar before taking an examination to determine its acceptability. When students receive credit through Avila University, \$20 per credit hour is charged for recording the credit. CLEP tests are not administered by Avila University. They must be taken at another site and the results sent to the University.

A student who has CLEP credit on another institution's transcript and wants that credit transferred must request that an official copy of the test score(s) be sent to the Avila University Registrar. Credit will be granted for those courses with scores meeting the Avila criteria for CLEP examinations. The student will not be charged any additional fees if CLEP is on a transcript from another accredited institution.

Departmental Examinations

Departmental Examinations for credit are administered at the discretion of each department and may be challenged as often as permitted by departmental policy. The university presumes that persons seeking such credit are sufficiently knowledgeable in the area to be tested to preclude any pretest tutorial service. Students interested in registering for departmental examinations should contact the specific department for further information. Forms and procedures are available in the Registration and Student Records Office. The fee for departmental examination is 30% of the current part-time tuition per credit hour. At the time of

application, a nonrefundable payment of one-half of the tuition to be charged for the credit to be earned by examination is due. Persons desiring credit by examination must be currently enrolled at Avila University.

Advanced Placement Credit

This credit is awarded to students who have earned satisfactory scores on Advanced Placement Examination of the College Entrance Examination Board during high school. To receive credit, official scores must be sent to the Registrar. Additional information can be obtained from the Registrar.

International Baccalaureate Program

This program is a comprehensive and rigorous two-year curriculum, leading to examinations, for students aged between sixteen and nineteen. Students successfully completing all or parts of the program will receive the Diploma and/or Certificate from the International Baccalaureate Program. Students who earn the Diploma and/or Certificate must have an official transcript forwarded to the Registrar at Avila University. For information on credit granted through Avila University, students need to contact the Registrar.

Correspondence Credit

Nine semester hours of correspondence credit from accredited, degree-granting institutions will be accepted toward a degree.

Credit for Military Service

Military personnel and veterans will be granted credit for military service and college-level work completed in service schools according to the Avila Credit for Prior Learning policy. Six hours of Health and P.E. will be allowed at no cost to a student upon presentation of DD 214/295 showing the minimum of one (1) year of military service and honorable discharge. If a student wishes to apply for credit in addition to the six hours of Health and P.E., proper forms must be obtained from the Registration and Student Records Office.

Credit for Prior Learning

Avila provides academic credit for prior learning which parallels department curricula based upon documentation presented in a structured portfolio. Students interested in applying for prior learning credit should consult their advisors for detailed information. Procedures and forms can be obtained in the Academic Dean's Office. Upon approval, a grade of CR (Credit) and credit hours are assigned. The fee for prior learning credit is 30% of current part-time tuition per credit hour.

Continuing Education

Courses at Avila University may be taken for continuing education on a space-available basis. Since no academic credit is awarded, students are not required to meet the admission requirements of the university. A stipulation of the continuing education option is mandatory class attendance. The level of class participation for continuing education is determined by the individual instructor. A certificate from Avila University will be awarded to those who have met the continuing education requirements of the course.

Enrollment for this option begins in the Registration and Student Records Office at Blasco Hall during published in-person registration days and times. Enrollment in a lower division course for continuing education requires the appropriate prerequisites but does not require departmental approval. Enrollment in an upper-division course (course numbered 310 or above) on the continuing education option must have the approval of the department offering the course. A signature from a departmental representative is required. If a student withdraws from a course taken for continuing education, a refund will be granted according to the time frame for part-time students minus a \$10 administrative fee.

Academic Policies

Catalog Student Must Follow

The catalog in existence at the time a student first enrolls at Avila University is the one a student must follow in order to fulfill graduation requirements. With departmental approval, a student may choose to fulfill degree requirements under a subsequent catalog in existence during the student's attendance at Avila University. Once a student changes catalogs, the student may not revert to the earlier catalog. Forms to change a catalog are available in the Registration and Student Records Office.

If a student does not attend Avila University for four consecutive semesters (not including summer sessions), the student must then fulfill the requirements of the catalog in existence at the date of re-enrollment.

The dates of the catalog a student follows to fulfill degree requirements must be stated on the degree application.

Placement Examinations

For students taking the SAT, SAT scores will be converted to ACT equivalents.

Mathematics Placement

In order to ensure that students are registered for the most appropriate class, all students planning to register for MA 115 or 120 as their first mathematics course at Avila must qualify for placement in these courses. Placement will be approved by an academic advisor based on a student's recent (taken since January 1995) ACT math score or a score on the Avila University Mathematics Placement Examination.

English Placement

Students who plan to enroll in a writing course may be placed in one of three courses (EN 95, EN 111, EN 112) according to their background. Placement will be approved by an academic advisor based on a student's ACT score in English Usage or a score on the Avila University English Placement Examination.

Transfer of Credit

Avila University accepts transfer credits from other institutions as recommended in the transfer credit practices directory published by the American Association of Collegiate Registrars and Admissions Officers.

Transfer Policies

- A cumulative “C” average (on a scale where 2.0 = C) is necessary for admission as a transfer student.
- Credits earned more than fifteen years ago will be accepted toward a degree but not toward major/minor requirements. In some instances, an exception to this rule may be made with written approval of the academic advisor, department chairperson and academic dean.
- Of the minimum 128 semester hours required for graduation, at least 64 semester credit hours must be from accredited four-year colleges. Only those courses designated by Avila University as college or university equivalent will be accepted for transfer credit. The final 30 semester hours must be consecutive credits at Avila University.
- Credits earned through transfer, prior learning credit, military service or College Level Examination Program (CLEP) do not count as resident credits.
- Credit will be granted for work completed at a foreign institution based on a foreign transcript evaluation. All transcripts must be in English.
- A student who has CLEP credit on another institution’s transcript and wants that credit transferred must request that an official copy of the test score(s) be sent to the Avila University Registrar. Credit will be granted for those courses with scores meeting the Avila University criteria for CLEP examinations. The student will not be charged any additional fees if CLEP is on a transcript from another accredited institution.
- Course work from unaccredited institutions that has been granted credit at another accredited institution will not be accepted as transfer credit at Avila University. Avila University accepts credit from institutions which are accredited by Middle States, North Central, New England, Northwest, Southern and Western Associations of Colleges and Schools. A student wanting credit for unaccredited coursework may apply through the Prior Learning or Credit by Examination Programs.

Transfer Evaluation Fees

First evaluation: no charge. Second evaluation: \$5. Third and additional evaluations: \$10 each.

Student Load and Classification

A full-time undergraduate student carries from twelve to eighteen credit hours each semester. More than eighteen credits may be carried only with the written approval of the academic dean. A part-time undergraduate student carries from one to eleven credit hours.

First-year	1 to 31 hours
Sophomore	32 to 63 hours
Junior	64 to 95 hours
Senior	96 hours

Academic Advising

Students must meet with their assigned academic advisor. Academic advising is required prior to each registration. Students are encouraged to contact their advisor at other times throughout the semester for information about university policies, services or professional opportunities.

Student Responsibility for Degree Completion

Students should discuss their specific degree requirements with their academic advisors throughout their academic career. While an academic advisor is to be of help to a student in planning and confirming the student's progress toward graduation, ultimately it is the student's responsibility to be familiar with the requirements for graduation, and to be aware of the number of hours he or she has completed towards graduation.

Exceptions to Academic Policies

A student may request an exception to an academic policy or the degree requirements. An "Exception to Academic Regulations/Policies" form may be obtained from the Registration and Student Records Office. The request must be completed by the student with recommendations from the academic advisor and the department chairperson. The form is submitted to the Academic Dean's Office for the final decision.

Registration

Students should register prior to the beginning of classes. Late registration or class section changes may be permitted:

- During the first week of a 15-week course, including arranged classes;
- On the first day of class for 5-week, 6-week, 7-week and summer classes;
- Up to one week prior to the beginning of a Weekend Intensive course or an Avila Advantage course.

A late registration fee will be charged.

A student may not enroll in classes which meet simultaneously.

Permission to Attend Another College

A student in a degree program must have the written approval of the academic advisor and the Registrar to take courses at another college. This request may not be granted if the student is within thirty hours of a degree, if the course is available on campus, or if the student does not have a "C" average. Students not obtaining written permission prior to studying off campus may risk not receiving credit at Avila University. Permission forms may be obtained in the Registration and Student Records Office.

Repeated Course Work

Once enrolled at Avila University, a student may repeat a course only twice regardless where the course is taken. If a student repeats or duplicates a course, the most recent grade earned is reflected in the cumulative grade point average. However, all course entries remain a part of the permanent record, and credit is forfeited for all previous attempts.

The Registration and Student Records Office cannot be responsible for notifying students of loss of credit by repeat course work until the student files an application for a degree. The student record is carefully checked at that time and repeats are reflected on the summary sheet sent to the student.

Class Attendance

Students are expected to attend all sessions of courses for which they are registered. Excessive absence may result in a grade of "F".

Active Military Duty

Avila University supports students who are members of a branch of the United States armed services and makes efforts to accommodate them academically when possible if they are called to active duty. All requests under this policy must be sent to the Academic Affairs Office.

Academic Honesty

Avila University expects and requires academic honesty from all members of the university community. Cheating, plagiarism and falsification of documents will not be tolerated and appropriate sanctions will be imposed.

The university defines "cheating" to include the following practices: stealing an exam; collaborating on projects where not allowed by the instructor; copying during exams; exchanging information during exams; using unallowable information as designated by the instructor; and buying, selling or stealing copies of exams or other projects.

The university defines "plagiarism" as taking ideas from another and passing them off as one's own. Included would be the practice of incorporating portions from a printed or online book or article into a paper and not acknowledging the source; copying a whole paper or report directly from a book or article; securing a paper or report from another person or an online source and submitting it as one's own work.

The instructor who discovers that a student has cheated or plagiarized has the right and duty to impose an appropriate sanction. The maximum sanction available to the instructor is to dismiss the student from class and administer an "F". Lesser sanctions, appropriate for the offense, may be selected at the discretion of the instructor. An attempt must be made by each instructor to treat each offense in a consistent manner within the same course. Repeated offenses may result in dismissal from the university.

After informing the student of the sanction, the instructor may (if this is a first offense) notify the Academic Dean as to the nature of the offense and the sanction imposed. After the student's second offense, the instructor must notify the Academic Dean who will relate this confidential information to the academic advisor.

For the third reported offense of cheating or plagiarizing, the student will be required to appear before the University Judicial Board. After hearing the case, this board has the right to impose a further sanction beyond that imposed by the instructor. The maximum sanction available to the University Judicial Board is to dismiss the student from the university for repeated offenses.

Records of accumulated reported offenses of cheating and plagiarizing will be maintained in the office of the Academic Dean. When the student graduates from Avila University, these records will be destroyed.

Program Changes and Withdrawals

Program changes and withdrawals are official when forms that are available in the Registration and Student Records Office have been obtained, completed and returned by the student to that office. Students who do not officially withdraw from a course by the date published in the class schedule will receive a final grade of "F".

All schedule cancellations or complete withdrawals will result in charges of \$100.00 or \$25.00 according to student status; all other changes in schedule will be charged \$15.00 for each change. There is no fee for changes made as a result of classes cancelled by the university.

Credit Hours and Grading System

Grades	Points per credit hour
A = Superior	4
B = Above Average	3
C = Average	2
D = Below Average	1
F = Failing	0

W = Withdrawal without academic assessment prior to the eleventh week of classes. Note: For policy on weekend classes, see section on weekend classes.

AU = Audit. Courses may be taken for audit with the approval of the instructor. Students may change a credit course to audit prior to the eleventh week of classes; students may also change an audit course to credit with the permission of the instructor prior to the SECOND week of classes. Students auditing a course are required to meet the attendance and participation requirements of the course. If these requirements are not met, students will be withdrawn from the course by the instructor. A final grade of "AU" is recorded on the transcript.

CR/NC = Credit/No Credit. A grade of CR, Credit, indicates that a student has successfully fulfilled all the requirements of a course. Courses outside the major/minor may be taken for the Credit/No Credit option with the written approval of the instructor and the major advisor. Forms for this grading option are available in the Registration and Student Records

Office. For semester-long courses, this option must be contracted with the instructor during the first week of the course. For a course that meets once, this grading option must be contracted prior to the beginning of the course. For a non-semester-long course that meets more than once, this grading option must be contracted prior to the second meeting of the course. Departments and programs may specify certain courses which may not be taken for this grading option. A department may require designated courses in the major to be graded Credit/No Credit. A student may choose up to 12 credit hours for this grading option excluding those hours designated by the department as Credit/No Credit.

I = Incomplete. Incomplete grades are only issued at the instructor's discretion due to extenuating circumstances. Course work required for a grade must be completed within six weeks after the close of a session unless a different time is stipulated by the instructor; if not, the grade of Incomplete will be changed to an "F". All assigned incomplete grades must have a Contract for an Incomplete Grade Form completed and submitted by the instructor along with the final grade sheet. The Contract for an Incomplete Grade Form can be obtained in the Registration and Student Records Office. The charge for changing an Incomplete Grade is \$5 per Incomplete.

Grade Point Average (GPA)

The basis for determining the academic standing is the point-hour ratio. The Grade Point Average (GPA) is obtained by dividing the total number of grade points by the total number of semester hours, including transfer credits, but excluding grading assessments of W, AU, CR/NC and I. Transcript letter grades may be assigned with + or -, but grade points will reflect only a letter grade in the computation of the GPA. All grades for courses retaken will be displayed on the transcript, but only the most recent grade will be averaged into the GPA.

For undergraduate students completing their first baccalaureate degree, all coursework completed (excluding developmental courses), including all transfer work, will be transcribed and averaged in the grade point average.

Grade Reports

Students with a "D" or "F" grade in any course at mid-semester will be notified.

At the end of each semester a copy of the student's grades is mailed to the student's permanent address.

Transcripts

Students who have satisfied all financial obligations to the University are entitled to a transcript of their academic record.

Due to the confidential nature of a student's record, transcripts are issued only on written authorization of the student concerned. Telephone requests will not be accepted. Written requests should be directed to the Registration and Student Records Office.

OFFICIAL transcripts are forwarded directly by mail to other institutions. UNOFFICIAL transcripts are issued to the student for personal use. The fee for each transcript is \$2, payable in advance.

Release of Student Information - FERPA

Avila University is in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974. This Act, also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure of information from the records.

Official student records are maintained in the Registration and Student Records Office. Students and parents of dependent students may request to review official educational records under the following procedure.

1. The students must provide a written request to review the record. Parents of dependent students must supply evidence of the income-tax dependency of the student if the student does not sign a release. If the parent provides documentation, the academic advisor and/or instructor will be notified.
2. An appointment to review the record will be set with the Registrar/Director of the Office or with the Assistant Vice-President for Academic Affairs.

Institutions may disclose information on a student without violating FERPA if they have designated the information as "directory information." At Avila University, this includes:

- a. Verification of enrollment status including full-time, part-time, graduate, undergraduate, and classification.
- b. Student name, major and minor fields of study, academic honors, and degrees.
- c. Student address, e-mail addresses and telephone numbers *only* in connection with campus events and to persons with legitimate reason.
- d. Dates of attendance.
- e. Participation in campus activities and sports.
- f. Weight and height of members of athletic teams.
- g. Most recent education agency or institution attended and hometown.
- h. Student photograph.

Students have the right to "opt out" of providing directory information. Requests to limit the release of directory information must be provided in writing to the Registration and Student Records Office by the end of the second week of the semester.

Institutions may disclose non-directory information without violating FERPA under the following conditions:

- a. with the student's written request;
- b. to school officials with "legitimate educational interests;"
- c. to parents of dependent students;
- d. to a person in response to a lawfully issued subpoena or court order.

For further details, please contact the Registration and Student Records Office.

Probation and Dismissal

All students who have been officially admitted to the university must maintain a cumulative grade point average of 2.0. The Admissions and Academic Progress Committee reviews the academic status of students at the end of the fall and spring semesters.

A student who receives two or more grades of "F" or whose cumulative grade point average falls below 2.0 in any semester is placed on academic probation. Probationary students may be required to participate in a university skills program and/or may be limited in the number of hours in which they may enroll while on probation.

The Committee on Academic Progress may remove a student from probationary status when the student has completed at least 12 credit hours while on probation, has shown progress toward a degree and has raised the cumulative grade point average to at least 2.0. Failure to meet the conditions may result in dismissal from the university. The probationary period may be extended beyond 12 credit hours with the approval of the committee.

Dismissal from the university without a probationary period is possible if the student was admitted on a provisional status, has a cumulative grade point average below 1.6 or is classified as a senior.

Procedure for Grade Appeal

Students have recourse to an appeals procedure for the review of student course grades received at Avila University. Guidelines and Request Forms are available in the Office of the Academic Dean. The deadline for appealing grades is published in the course schedule.

Application for Degree

Students must file an application for degree with the Registration and Student Records Office during the semester prior to their final semester at the university, stating the expected date of degree completion. There is a penalty fee for filing after the published deadline date.

Deadline dates for filing:

February for Summer degree candidates

April for December degree candidates

August for May degree candidates

(check the academic calendar listed in the class schedule for specific dates)

If students do not complete the degree requirements by the expected date of completion, they must file a new degree application in the Registration and Student Records Office.

After the degree application is filed with the Registration and Student Records Office, a survey of all academic work is reviewed by the Registrar to verify degree requirements still needing to be satisfied. Written notification of those requirements will be sent from the Registrar to the student and advisor.

Participation in Commencement

Students who have nine (9) or fewer credits to complete during the summer session may participate in the May Commencement exercises.

Academic Honors

Semester Honors

Dean's List

Full-time admitted undergraduate students are eligible for the Dean's List during fall and spring semesters. Students must have successfully completed at least 12 credit hours with at least a 3.500 semester grade point average. Students on the Dean's List will receive notification and a certificate from the Provost, are eligible to attend the Honors Banquet in the spring of that academic year, and are listed in the student newspaper.

Honor Roll

Part-time admitted undergraduate students who have successfully completed between six and eleven credit hours during the fall or spring semester are eligible for the Honor Roll. Students must have at least a 3.500 grade point average for the eligible semester. Students on the Honor Roll will be listed in the student newspaper.

Graduation Honors

Graduation honors are awarded for baccalaureate degrees only. Honors for the first baccalaureate degree will be based on all work completed, including transfer work. Honors for the second baccalaureate degree will be based on Avila University work only. Students must have completed at least 64 hours of coursework at Avila after the completion of the first degree to be eligible for honors.

Graduation honors are based on the cumulative grade point average as follows.

- Summa cum laude: 3.900 – 4.000
- Magna cum laude: 3.700 – 3.899
- Cum laude: 3.500 – 3.699

Honors announced at the graduation ceremony will be based on the work completed the fall semester prior to May graduation. If a student did not attend the fall semester, the announced honors will be based on the grade point average from the last semester of attendance prior to the fall semester. Students eligible to graduate with honors are eligible to attend the Honors Banquet in the spring.

Official honors will be recorded on the student's diploma and transcript. Official honors are based on the final grade point average after the last semester of coursework is completed. Official honors may be different than those announced at graduation ceremony if a student's grade point average changes the status during the last semester of coursework.

Honor Societies

DELTA EPSILON SIGMA is a national scholastic honor society for students of Catholic colleges and universities.

KAPPA DELTA PI is an international honor society for students majoring in education.

KAPPA GAMMA PI is a national honor society for graduating seniors of Catholic colleges.

SIGMA TAU DELTA is an international honor society for students majoring or minoring in English.

SIGMA THETA TAU, Beta Lambda chapter, is a national honor society for nurses.

PSI CHI is a national honor society for students completing a major or minor in psychology.

Degree Requirements

General Requirements for a Bachelor's Degree

- Completion of at least 128 semester hours of academic work with a minimum grade point average of 2.0 (average grade of "C").
- Completion of FS 101 First Year Seminar (Required of first-year students entering Avila directly out of high school).
- Completion of the Core Curriculum as stated on the following pages. All students must receive a grade of "C" or above in Core Composition and Communication courses. Students enrolling in a college-level mathematics course beginning Fall, 2000 and beyond must earn a grade of "C" or above to meet the core requirement.
- Completion of Communication Intensive Courses.
- Completion of a major of not fewer than 27 semester hours in one subject area including 21 semester hours in courses numbered 200 or above; a minimum grade of "C" in each upper-division course in the major.
- Completion of at least 12 upper-division hours in the major at Avila.
- No more than 60 hours in one area may be counted toward the 128-hour requirement for a bachelor's degree. Exceptions to this limit may occur in specific degree programs. Any additional credit hours earned in a single subject beyond the designated limit will be counted as credits earned over and above the 128 required for the bachelor's degree.
- Completion of any additional course requirements specified by the major degree program.
- Successful completion of recital, exhibit, project, research paper, oral examination and/or any other department evaluation requirement.
- Of the minimum 128 semester hours required for graduation, at least 64 semester credits must be from accredited four-year colleges/universities. Only those courses designated by Avila University as college/university equivalent will be accepted for transfer credit.
- Completion of the final 30 hours at the university.

Double Major and Degree Conferred

When two majors are completed in different degree areas, (e.g., B.S., B.A.) the student must indicate from which area the degree will be conferred.

Second Degree

- Requirements for earning two degrees to be awarded simultaneously.

- Completion of a minimum of thirty (30) semester hours at Avila University in addition to the hours required for the first baccalaureate degree.
- Completion of both majors with at least 12 upper-division hours in each major taken at Avila University; a "C" grade is required in each upper-division course in the majors.
- Requirements for earning a second degree after having been awarded a baccalaureate degree.
 - Completion of a minimum of thirty (30) additional semester hours at Avila University after the awarding of the first baccalaureate degree.
 - Completion of a major with at least 12 upper-division hours in the major taken at Avila University; a "C" grade is required in each upper-division course in the major.
 - Completion of the core curriculum as stated earlier in this catalog.

Minor

At least 18 semester hours in a subject area are required for a minor. A minimum of 9 hours in the minor must be earned at Avila University with at least six (6) of these semester hours at Avila in courses numbered 301 or above. (Note: If the minor is in Biology or Chemistry, only four (4) of the 9 semester hours in the minor at Avila must be in courses numbered 301 or above. If the minor is in Natural Science, only three (3) of the 9 semester hours must be in courses numbered 301 or above.) A grade of "C" or better must be earned for all graded courses required for the minor.

Course Numbering System

001-099	Skills courses - these courses will not count toward total hours for graduation
101-199	Introductory courses
201-299	More advanced introductory courses; may have prerequisites
310-449	Upper-division courses open to all students
451-499	Upper-division courses open to majors/minors only
501-599	Pre-graduate courses
601-699	Graduate courses

The number in parentheses after the course title indicates the credit in semester hours.

The Roman numeral following the course description indicates the semester in which the course is given. First semester course offerings are indicated by I; second semester, II; summer session, S. Where frequency of course offering is not indicated, the course is given as required.

UNDERGRADUATE PROGRAMS/COURSES



The Avila University Curriculum

An Avila University education prepares graduates for responsible life-long contributions to the contemporary world. The curriculum has well-defined outcomes and is designed to involve the student in the learning process. Through coursework and campus activities, the Avila student learns to communicate effectively, to employ higher level thinking skills, to acquire knowledge in the liberal arts and a field of specialization and to develop personally, spiritually and socially. In order to participate in an education that has both breadth and depth, all students complete a Core curriculum and a major curriculum. Each course of study is designed so that clearly identified objectives are built upon and reinforced.

COMMUNICATION SKILLS

In the Core and major curricula, certain courses are designated as Communication Intensive courses. These courses incorporate assignments, activities and assessment focused on developing skills in listening, reading, writing, public speaking and group process. Avila students are expected to complete a specific number of these Communication Intensive courses in addition to English Composition and Fundamentals of Communication with a grade of "C" or better.

First-year students must complete English Composition and Fundamentals of Communication within the first thirty semester hours. To graduate, they must also complete five Communication Intensive (CI) courses. Of the five courses, one CI course must be a course in the Core curriculum, one must be a course in the major numbered 310 or above and one must be the capstone course in the major. At least two (2) CI courses must be completed by the end of sixty semester hours of credit.

Transfer students must complete the Writing and Communication requirements within the first thirty hours at Avila University. The number of Communication Intensive courses a transfer student must complete prior to graduation is determined by the number of transfer credits accepted by Avila University at the time of admission to the university.

- **Less than 32 transfer credits:** Same requirements as first-year students
- **32-63 transfer credits:** Three CI courses including the capstone course in the major
- **64-95 transfer credits:** Two CI courses including the capstone course in the major
- **Greater than 95 transfer credits:** The capstone course in the major

The course description in the catalog indicates if the course is a Communication Intensive course in the major and the capstone course in the major.

HIGHER LEVEL THINKING SKILLS

Throughout the curriculum, higher level thinking skills are addressed by focusing in each course on one or more of five modes of thinking. In this manner, students are provided multiple opportunities to practice and develop their critical thinking abilities within the context of various academic disciplines so that upon graduation they may be able to:

- identify a problem and using the steps involved in problem solving processes, develop viable solutions

- employ skeptical, evaluative and logical approaches in processing information and drawing conclusions
- make and evaluate decisions based on appropriate criteria and projected consequences
- generate new images, concepts, possibilities and/or interpretations and connect apparently disparate ideas
- analyze one's own thinking processes, including how one's experiences, feelings, ideas and intuition affect thinking

MATHEMATICAL COMPETENCY

Avila graduates are required to demonstrate college-level competency in mathematics. To meet this requirement all students must complete their mathematics Core requirement within their first forty-eight (48) credit hours at Avila. Students who need to take Foundation of College Mathematics I and/or II must complete these courses in their first thirty (30) credit hours at Avila University. All students beginning a college-level mathematics class in Fall, 2000 or beyond must earn a grade of "C" or better to meet the Core requirement.

FUNCTIONAL COMPUTER LITERACY

Avila graduates are also required to demonstrate a functional level of computer literacy which includes operation of a computer using a library of software programs, knowledge of the various social and ethical issues relating to computer use, and utilization of computers to problem-solve and to access current information technologies. The faculty in each academic major has determined the coursework to meet this requirement. These courses are listed in the description of course requirements for the major.

UNIVERSITY-WIDE EDUCATIONAL OUTCOMES

Personal, Spiritual, and Social Development Intended Learning Outcomes

The Avila graduate will be able to:

- Clarify and articulate a personal value system as a framework for ethical decision-making and behavior
- Cultivate and articulate one's aesthetic response
- Demonstrate self-motivation, intellectual curiosity and openness to differing perspectives
- Demonstrate sensitivity to socio-cultural diversity
- Address issues of social justice
- Take responsibility for one's own well-being
- Participate in group interaction to achieve an identified goal
- Demonstrate civic, social, and ecological responsibility

Communication Intended Learning Outcomes

The Avila graduate will be able to:

- Employ active listening techniques, including summarizing, paraphrasing, questioning, and nonverbal response
- Read a document and demonstrate an understanding of its written and quantitative content

- Make a clear, well-organized verbal presentation
- Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
- Use group process skills

Higher Level Thinking Intended Learning Outcomes

The Avila graduate will be able to:

- Identify a problem and using the steps involved in problem-solving processes, develop viable solutions
- Employ skeptical, evaluative and logical approaches in processing information and drawing conclusions
- Make and evaluate decisions based on appropriate criteria and projected consequences
- Generate new images, concepts, possibilities and/or interpretations and connect apparently disparate ideas
- Analyze one's own thinking processes, including how one's experiences, feelings, ideas, and intuition affect thinking

Knowledge Intended Learning Outcomes

The Avila graduate will have knowledge of:

- Mathematics as an art, a science and a language
- The common methods of representing numerical, statistical and symbolic relationships
- Arts, literature and language through experiential and intellectual understanding of their elements and principles
- Philosophers, theologians, writers, artists and other great thinkers and their influence upon the development of civilization
- Major ethical theories
- The Judeo-Christian tradition
- The theories which describe or explain individual and group behavior
- The key social problems facing the contemporary world
- Diverse political, social and economic systems
- The function, structure and interrelationships of the political, social and economic systems of the United States
- Western and non-Western experience in historical perspective
- Cultural diversity in the United States and throughout the world
- Physical, economic and social geography
- United States history
- The nature and limitations of science
- The physical laws of nature
- The atomic and molecular basis of all matter
- Concepts that characterize and govern living systems
- The structures and uses of information systems

AVILA UNIVERSITY CORE CURRICULUM

The Core curriculum is divided into three levels and is designed to be completed over the period of time needed to meet the requirements for the baccalaureate degree. Level I-Foundations provides the basic skills essential for effective participation in other classes as

well as the professional world. Level II-Heritage, the Contemporary World and Self addresses the breadth of knowledge expected of a liberal arts education. Level III-Application and Integration challenges the student to integrate prior knowledge and create new ideas through interdisciplinary coursework. Level III classes are open only to students who have completed Level I and fifteen hours of coursework in Level II.

LEVEL I - FOUNDATIONS

Intended Learning Outcomes

- Employ active listening techniques
- Read a document and demonstrate an understanding of its written and quantitative content
- Make a clear, well-organized verbal presentation
- Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
- Use group process skills
- Know mathematics as an art, a science and a language
- Understand and use information systems

Coursework

CO 110	Fundamentals of Communication	(3 hr)
EN 111	OR 112 Composition 1 or II	(3 hr)
FS 101	First-Year Seminar (First-year students only)	(1 hr)
MA 115	Finite Mathematics OR	
MA 120	College Algebra OR	
MA 241	Calculus and Analytic Geometry I	(3-5 hrs)
Computer competency as determined by major		

TOTAL: 10-12 hrs.

LEVEL II - HERITAGE, THE CONTEMPORARY WORLD AND SELF

Intended Learning Outcomes: History

Knowledge of:

- Western and non-western experience from a historical perspective
- Physical, economic and social geography
- Cultural diversity in U.S. and world
- U.S. history

Coursework

(3 hr)

H1 111	World Civilizations I
H1 112	World Civilizations II
H1 121	The American Experience I
H1 122	The American Experience II

Intended Learning Outcomes: Literature

Knowledge of:

- Cultural diversity in U.S. and world
- Western and non-western experience from a historical perspective
- U.S. history and literature

- Literature and language through experiential and intellectual understanding of elements and principles
- Writers and their influence on the development of civilization

Coursework

(3 hr)

- EN 261 Short Story
- EN 263 The Novel
- EN 271 African-American Literature
- EN/WS 275 Women and Literature

Intended Learning Outcomes: Religious Studies and Philosophy

Knowledge of:

- Major ethical theories
- The Judeo-Christian tradition
- Philosophers, theologians and other great thinkers and their influence on the development of civilization
- A personal value system as a framework for ethical decision making and behavior

Coursework

(9 hr in 2 areas)

- PL 111 Introduction to World Philosophies
 - PL 255 Ethics
 - RS 111 Introduction to Religious Studies
 - RS 113 Intro to the New Testament
 - RS 117 World Religions
 - RS 225 Catholicism
 - RS 227 The Historical Jesus
 - RS 233 American Religious History or
- Level III Course in Religious Studies/Philosophy
- Only one Level III course may be used to meet the Level II Religious Studies/Philosophy requirement.

Intended Learning Outcomes: Art, Music, Theatre

Knowledge of:

- The arts through experiential and intellectual understanding of their elements and principles
- Articulated responses to aesthetic experiences

Coursework

(3 hr)

- AR 110 Introduction to Art
- AR 181 Survey of Art I
- AR 183 Survey of Art II
- MU 110 Music Appreciation
- MU 281 Classical Gold (Romanticism)
- TR 110 Theatre Appreciation
- TR 223 History and Literature of Theatre

Intended Learning Outcomes: Natural Science

Knowledge of:

- The nature and limits of science
- Atomic and molecular basis of all matter
- Physical laws of nature or
- Concepts that characterize and govern living systems

Coursework

(4 hr)

- BI 110 Principles of Biology
- BI 111 General Biology
- CH 115 Molecules That Matter
- CH 131 General Chemistry I
- NS 101 Physical Science
- NS 103 Earth and Space Science
- NS 211 Environmental Science
- NS 221 Physical Geology
- NS 231 Descriptive Meteorology
- NS 250 Astronomy
- PH 117 Physics Concepts
- PH 232 General Physics II

Intended Learning Outcomes: Social institutions

Knowledge of:

- Diverse political, social and economic systems
- Function, structure and interrelationships of political, social and economic systems of the U.S.
- Ways to demonstrate civic responsibility

Coursework

(3 hr)

- BU 230 Personal Financial Management
- BU 305 Legal Aspects of Business I
- EC 195 Survey of Economics
- EC 201 Principles of Macroeconomics
- PS 120 American National Government
- SO 101 Introduction to Sociology*

Intended Learning Outcomes: Self and Society

Knowledge of:

- Theories which describe or explain individual and group behavior
- Cultural diversity in U.S. and world
- Key social problems
- Ways to demonstrate social responsibility

Coursework

(3 hr)

- AN 122 Introduction to Cultural Anthropology
- CO 212 Conflict Resolution
- CO 225 Mass Media and Society
- PY 101 Introduction to Psychology
- PY 224 Human Relations in Organizations
- PY/WS 312 Psychology of Women
- SO 101 Introduction to Sociology*

*If Sociology is taken in one area, it may not be taken in the other area.

TOTAL 25-28 hrs.**LEVEL III - APPLICATIONS AND INTEGRATION**

Level III Courses are Interdisciplinary courses that cross disciplines from any two or more areas of the university and are taught at the 310 level or above. They reflect the unique talents and interests of the faculty, use primary sources, address university outcomes and emphasize

higher level thinking skills. Students may register for Level III courses only after completing Level I requirements and 15 credit hours of Level II. Only one Level III course may be used to meet the Level II Religious Studies/Philosophy requirement. See Interdisciplinary Studies-IS.

TOTAL 6 hrs.

MAJOR CURRICULUM

Each student chooses an academic area to study in-depth and must complete the requirements for that program in order to graduate. The curriculum for each of Avila's major programs provides a well-developed set of courses to meet the identified outcomes of each program as well as opportunities for independent work, practica, internships and senior projects.

ASSESSMENT PROGRAM

Avila University is committed to evaluating the performance of the university as well as the academic achievement of the students. Assessment at Avila is a multidimensional, ongoing process of gathering, interpreting and sharing information about the learning and development of Avila's students. This information is used to determine student achievement; to evaluate the effectiveness of the curriculum; to guide the revision of programs, courses and instruction; and to serve as a catalyst to aid students in self-evaluation and goal setting. Assessment at the undergraduate level addresses the learning outcomes for the Core Curriculum as well as the major. Graduate assessment focuses on the educational outcomes associated with each of the graduate programs. Students participate in assessment activities throughout their time at the university and after graduation as alumni. These activities include surveys, standardized examinations, in-class assessments, portfolios and final projects or theses.

Programs and Courses of Instruction

Accounting (AC)

The Bachelor of Science in Accounting prepares students for careers in public, corporate, governmental, or non-profit accounting. Depending on their interests, students may pursue either the Public or the Corporate Accounting track. Working with an accounting faculty advisor, students can choose the track which fits their interests.

Students majoring in Accounting are versed in all aspects of accounting including practice, theory, and professional ethics. In addition, graduates who complete both the Bachelor of Science in Accounting and the MBA in Accounting will satisfy the 150 hours requirements of both Kansas and Missouri to sit for the CPA exam.

Accountants need critical business skills to advance in the ranks of management. The accounting program includes appropriate business coursework so that students develop those skills.

The degree requirements for the Bachelor of Science in Accounting are listed below.

Corporate Accounting Track

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours of AC/BU/EC/LG courses. Business courses that are cross-listed are counted against the 77 hour limit.
2. Achievement of a minimum grade of "C" in all courses specifically required for the degree.
3. Completion of at least 12 hours of upper-division courses in accounting at Avila University.
4. Avila students who wish to take upper-division courses off campus to satisfy the Accounting major will have prior departmental approval and must take them at a four-year school. Courses transferred at the time of admission to Avila will be evaluated

for accounting upper-division credit. At admission, business law may be transferred from a two-year school to satisfy BU 305 Legal Aspects of Business I.

5. Completion of the final 30 hours at the university.
6. The candidate must fulfill the University Core Curriculum requirements as stated earlier in this catalog.

The division specifically requires the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communication, EN 111 Composition I, and an additional 3 hours of writing, EN 112 Composition II, and MA 120 College Algebra, or a higher level Mathematics course. All specifically required courses must be completed with a letter grade of "C" or better.

7. Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a letter grade of "C" or better.
8. Completion of the following Business Core requirements: 27 semester hours.

- AC 201 Principles of Accounting I
- AC 202 Principles of Accounting II
- EC 211 Concepts of Economics (or equivalent)
- EC 240 Statistical Analysis
- BU 110 Understanding Computers
- BU 305 Legal Aspects of Business I
- BU 310 Marketing
- BU 321 Management
- or
- BU 322 Organizational Behavior & Development
- BU 330 Finance

9. Only one repeat of a required undergraduate Accounting, Business, or Economics course by an Accounting Major will be permitted.
10. In addition to the University Core Curriculum requirements and the Business Core

requirements listed above, students must complete the following Accounting Major Courses for the Corporate Accounting track:

- AC 250 Accounting Issues
- AC 355 Cost Accounting
- AC 361 Intermediate Accounting I
- AC 362 Intermediate Accounting II
- AC 365 Accounting Information Systems
- AC 370 Auditing
- AC 451 Tax Accounting I
- AC 452 Tax Accounting II
- AC 460 Advanced Accounting
- AC 475 Accounting Theory (Capstone)
- AC/CS/BU/EC/LG Electives including
 - BU 345 and any upper division Economics course
 - (6 semester hours)

Public Accounting Track

In addition to satisfying all of the requirements for the Corporate Accounting track (1-10) above, the student must complete the additional undergraduate courses listed below.

- BU 345 Legal Aspects of Business II
- EC 241 Quantitative Analysis
- Upper Division Economics course

Upon completion of the undergraduate requirements for the corporate track or, if selected, the Public Track, the degree Bachelor of Science in Accounting will be awarded.

MBA (*Accounting Concentration*)

The following graduate courses, in addition to those for the undergraduate Public Accounting Track, will satisfy state requirements to sit for the CPA exam.

- BU 603 Business & Economic Forecasting
- BU 622 Organization Behavior & Development
- BU 635 Financial Management II
- BU 661 Management Information Systems
or
- BU 611 Aggregate Income Analysis
- BU 699 Organizational Policy & Strategy
- AC 652 Advanced Tax Accounting
- AC 655 Advanced Cost Accounting
- AC 670 Advanced Auditing
- AC 675 Advanced Accounting Theory
- Elective (3 semester hours)

Upon completion of the MBA coursework, the Master of Business Administration degree will be awarded.

ACCOUNTING COURSES (AC)

AC 201. Principles of Accounting I. (3)

Introduction to the terminology, concepts, and procedures of accounting. Prerequisites: Sophomore standing; MA 120 (Accounting majors) or MA 115 (all others). I.

AC 202. Principles of Accounting II. (3)

Accounting for corporations and manufacturing firms; also involves analyzing financial statements. Prerequisite: AC 201. II.

AC 250. Accounting Issues. (3)

Special topics of concern to the accounting professional, such as certification, specialization, ethics. Prerequisite: AC 202. I, as needed.

AC 350. Managerial Accounting. (3)

Study of the determination and control of costs with emphasis on management use of cost data. Not for Accounting Majors. Prerequisite: AC 202. I.

AC 355. Cost Accounting. (3)

Accounting for product and period costs, with emphasis on cost relationships, cost determination, and the use of quantitative techniques. Required for Accounting Majors. Prerequisite: AC 202. I.

AC 361. Intermediate Accounting I. (3)

Review of the accounting process, extensive study of working capital accounts and operational assets. Prerequisite: AC 202. I, II.

AC 362. Intermediate Accounting II. (3)

Study of long-term assets and debts, stockholders' equity, and financial statement analysis. Prerequisite: AC 202. I, II.

AC 365. Accounting Information Systems. (3)

Study of the design and use of the accounting information system within the organization. Prerequisites: AC 202, BU 110 (or equivalent). II, as needed.

AC 370. Auditing. (3)

Study of the verification of accounting records for financial audits, with emphasis on the ethical and legal aspects of the auditor's work. **Meets the Communication Intensive course**

requirement in the major. Prerequisites: AC 362 or concurrent enrollment. II.

AC 380. Accounting Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

AC 451. Tax Accounting I. (3)

Detailed discussion of the fundamental aspects of federal income taxation as applied to individuals. **Meets the Communication Intensive course requirement in the major.** Prerequisite: AC 202. II.

AC 452. Tax Accounting II. (3)

Study of federal income taxation as applied to corporations and partnerships; introduction to tax planning. **Meets the Communication Intensive course requirement in the major.** Prerequisite: AC 451. II.

AC 460. Advanced Accounting. (3)

Advanced study of accounting procedures and theories applicable to consolidations and partnerships, bankruptcies, estates and trusts. Prerequisite: AC 362. I.

AC 475. Accounting Theory. (3)

Study of not-for-profit accounting, international accounting and the development of accounting theory. **Meets the Capstone course requirement in the major.** Prerequisite: AC 362. II.

AC 490. Directed Studies in Accounting. (1-6)

Study of an approved topic not parallel with the content of another course.

AC 495. Accounting Internship. (1-6)

Structured learning/work experienced performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only.

Anthropology (AN)

No major is offered.

Minor: AN 121, 122, 451 and 9 hours selected from other anthropology courses.

ANTHROPOLOGY COURSES (AN)

AN 121. Human Evolution and Archaeology. (3)

An introduction to physical anthropology and archaeology. The course will include an examination of human prehistory, primates and primate behavior, the evolution of the human species and early human cultures. The theoretical basis and methods used in physical anthropology and archaeology will also be covered throughout the course. Includes a field experience. I.

AN/SO 122. Introduction to Cultural Anthropology. (3)

A survey of world cultures, both past and present. Of particular importance will be an examination of cultural universals and cultural variations throughout the world. The theoretical basis and methods used in cultural anthropology will also be covered throughout the course. II. CORE-II.

AN/SO 221. Cultures of the World. (3)

A survey of the cultural and social processes that influence human behavior with comparative examples from different ethnic groups around the world. The course will focus on a comparative analysis of economic, political, religious and family structures in Africa, the Americas, Oceania and the Orient. May be repeated for credit, not to exceed course maximum credit of 12 credit hours. I, II.

AN/GS 305. Aging in Other Cultures. (3)

A systematic examination of the variations in aging experienced throughout the world. Some topics which are examined include: the status of the aged, the aged and family life in various cultures, and the aged and work in different societies. Alternate years.

AN/WS 318. Women in Other Cultures. (3)

A cross-cultural study of women's status and roles in selected ethnic or cultural groups in differing stages of development including forager, agrarian, industrial and post-industrial societies.

AN/SO 337. Family in Other Cultures. (3)

This course is a comparative, cross-cultural study of the family in selected societies. Through a discussion of different family systems, a comparison will be made with the American system. I, II. Alternate years.

AN/SO 364. Forensic Science. (3)

This course focuses on the use of physical and biological evidence for both legal and humanitarian reasons. The course will explore methods by which forensic scientists, especially forensic anthropologists, search for, recover and identify evidence from a variety of crime scenes. Topics include the history of forensic science, the physical and biological parameters of evidence, the methods of life history reconstruction of a crime victim, and the ethics of forensic analysis. Recovery methodologies will be addressed through field trips to forensic laboratories and mock excavations. Prerequisite: AN 121 or SO 101. I, II, alternate years.

AN 380. Topics in Anthropology (3)

Seminar on topics of current interest within the field of anthropology. Possible topics are generated from the anthropology subfields of cultural anthropology, physical anthropology and archaeology. Consent of instructor. I, II.

AN 451. Field Experience in Anthropology. (3)

This course gives students with a minor in anthropology the opportunity to utilize the theoretical background and methods learned in other classes in an actual field experience. Prerequisites: AN 121 and 122. I, II.

Art & Design (AR)

The Art foundation courses provide broad experience in conceptual thinking as well as technique through design and drawing classes in order to provide students with an opportunity to determine and develop strengths and interests. A concentration need not be selected until the second year of full-time study.

Outcomes for Art Majors:

Each art major should be able to:

1. Understand the stylistic, cultural and social concepts and characteristics of the major artistic periods;
2. Understand principles of color theory, space and form within two-dimensional and three-dimensional space;
3. Possess fundamental technical skill in various media including drawing, photography and others.

Each graphic design major should be able to:

1. Possess a repertoire of methods to organize textual and visual information;
2. Understand technical aspects of graphic design production including computer software and printing technology.

Each art therapy major should be able to:

1. Understand the relationship between an individual's self-expressive art-making and its role within the science of art therapy.

Each art education major should be able to:

1. Be able to develop and implement an art program for elementary and secondary school.
2. Be able to introduce art as an integral part into an overall education program.

Students must have a minimum grade of "C" for all Art courses.

DEGREES OFFERED:

Bachelor of Fine Arts. (B.F.A.) Major in Art with concentration in Graphic Design. A maximum of 75 hours in any single subject is allowed. Computer competency is met by AR 271, 273, 275 or 379.

Bachelor of Art. (B.A.) Major in Art with choice of Art Education or Pre-Art Therapy. A maximum of 60 hours in any single subject is allowed. Computer competency is met by AR 271, ED 320 or CS 110.

Art Foundation. (B.A. or B.F.A.) AR 111, 117, 181, 183, 212, 218, 219, upper-division art history, plus choice of concentration.

Concentrations:

Graphic Design (B.F.A.) Art Foundation courses plus AR 221, 245, 249, 271, 273, 275, 322, 346, 349, 371, 387 (satisfies upper-division Art history requirement), 442, 443, 447, 495, 497, 498; Art electives (6 hrs.).

Graphic Design Review

Students enrolled as Graphic Design majors or minors must submit a complete portfolio of work produced in AR 245 Typography. The portfolio must be submitted by the day of the AR 245 final exam. The portfolio will be reviewed by two Art & Design faculty and one outside graphic design professional. The

Review Committee must approve the student's portfolio in order for the student to continue as a Graphic Design major/minor. The Review Committee will notify the student of the decision by Friday of finals week.

Art Education (B.A.) Students major in Art and minor in Secondary Education. Art Foundation courses plus AR 221, 231, 261, 351, 355, 365; AR 387 or upper-division Art history; plus required Education coursework. Computer elective (3 hrs.). A program in Art Education, K-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. See the Secondary Education minor information in the Education section of the catalog for Education coursework.

Pre-Art Therapy (B.A.) The B.A. prepares students to continue in a graduate-level program in Art Therapy or a related field. Art Foundation courses plus AR 221, 231, 251, 261, 351, 355, 359, 365; AR 387 or upper-division Art history; computer elective (3 hrs.); PY 101, 201, 205, 310, 320; 3 hours from PY 220, 302, 383 or 384.

Major requirements for graduation:

1. **Senior Exhibit.** The graduating Graphic Design senior must exhibit advanced works. Application for the Senior Exhibit in Thornhill Gallery must be made one semester prior to graduation. An exhibit committee consisting of the Gallery curator, Art & Design Chair, and principal concentration instructor will review and approve works for inclusion in the exhibit. At the discretion of the Department, one work may be selected from the exhibit for inclusion in the University's permanent collection.
2. Graduation requirements for the Art major in Art Education and Pre-Art Therapy include an optional Senior Exhibit.

Minors:

Studio Art Minor: AR 111, 117, 212, 218; Art History (3 hrs.); upper-division Art electives (6 hrs.)

Graphic Design Minor: AR 117, 245, 346, 447, and two of the following: AR 221, 273, 322, 442, 443. Please note prerequisites and course rotation schedule. See information

regarding the Graphic Design Review process under concentrations. For more information see Art & Design chair.

ART COURSES (AR)

AR 110. Introduction to Art. (3)

Provides a body of information and hands-on experience for making knowledgeable judgments about works of art and understanding the artistic ideas behind their creation. May include gallery tours, studio work, and meeting with artists. Does not count toward an Art major. No prerequisite. I, II, S, CORE-II.

AR 111. Beginning Drawing. (3)

Development of traditional drawing skills through observation to aid expressive and pictorial accuracy. Understanding the fundamental language including line, form, light, space, movement, surface, tone, texture, and the personal mark. Basic perspective, still life studies, landscapes, interiors, and the figure may be explored. I.

AR 117. Two-Dimensional Design. (3)

Basic visual elements upon which all form, human-made and organic, is based. Function of compositional elements through organization upon a two-dimensional surface, including principles such as pattern, rhythm, repetition, and closure. I, II.

AR 181. Survey of Art I. (3)

Major works of art and architecture in the western tradition from pre-history through the Gothic period. For Art majors and students with appropriate interest. CORE-II.

AR 183. Survey of Art II. (3)

Major works of art and architecture in the western tradition from the Renaissance through the 20th Century. For Art majors and students with appropriate interest. CORE-II.

AR 212. Intermediate Drawing. (3)

Emphasis on the figure as subject as well as on still life, landscape, etc. Drawing problems of gesture, movement, rhythm, shape, and volume. Encouragement of experimentation and personal expressive interpretation. Variety of drawing media used. Professional model. Prerequisite: AR 111. II.

AR 218. Principles of Color Theory. (3)

Understanding of color relationships, the physical properties of pigments and color perception through a variety of media for artistic application. II.

AR 219. Three-Dimensional Design. (3)

Fundamental principles of three-dimensional form and their application. Exercises in mass, volume, weight, movement, and light, as well as additive and subtractive techniques, and materials investigation. Prerequisite: AR 117. I.

AR 221. Beginning Photography. (3)

Basic mechanics of the black-and-white photographic process: use of the camera, processing and printing film. Basics of design and composition. Adjustable 35mm camera (focus, f-stop, shutter speed) required. I, II, S.

AR 231. Beginning Ceramics. (3)

Introduction to the process of making utilitarian and sculptural objects with clay. Exploration of forming methods, decorating and glazing techniques, and kiln-loading and firing. Emphasis on the creative process as well as on the development of technical skill and craft. I, II.

AR 245. Typography I. (3)

Introduction to typography, including type as form, type design, expression and communication, sequence and hierarchy, and type with image. Introduces the fundamentals of typography, its theory, practice, technology, and history. Prerequisite: AR 117 and 271. I.

AR 249. Typography II. (3)

The continuation of the study of typography and typographic design, including letterforms, layout and page systems, expression and communication, type as/with image, legibility and function. Continued study of typography, its theory, practice, technology, and history. Emphasis on experimental approach to typographic design and page composition. Prerequisite: AR 245. II.

AR/PY 251. Introduction to Art Therapy. (3)

The historical foundations of the profession of art therapy, including the development of the field and what has influenced its past as well as future directions, and study of managed care, multicultural, ethical and other current influences. The benefit with various populations and

settings in which art therapies work, reinforced with visits from local art therapists. Review of what is required to become a Registered Art Therapist. Prerequisites: PY 101 and 201. I.

AR 261. Beginning Painting. (3)

Introduction to oil painting media and techniques including the basic qualities of paint, grounds, color mixing, and using tools. Elements of composition, color, and form within the context of figure, landscape, and still-life painting. Prerequisite: AR 111.

AR/CO 271. Macintosh Software: QuarkExpress. (3)

Industry standard software for page layout and document design. Basic layout design concepts, such as eye flow and sequence, page composition, using type and images. Developing practical and commercially viable skills.

AR/CO 273. Macintosh Software: Photoshop. (3)

The study of Adobe Photoshop software, a bitmap-based application used for photo manipulation. Prerequisite: AR/CO 271.

AR /CO 275. Macintosh Software: Illustrator. (3)

The study of Adobe Illustrator software, a vector-based graphics application.

AR 280. Special Topics. (1-3)

Selected topics to be determined by the department.

AR 322. Intermediate Photography. (3)

Continued exploration and refinement of black-and-white technical skills. Emphasis on in-depth study of selected topics. Prerequisite: AR 221 or permission of instructor. II.

AR 332. Intermediate Ceramics. (3)

Introduction to the potter's wheel as the primary forming method. Continued work in glazing and the analysis of historical and contemporary potters and their work. Emphasis on the development and creative use of technical skills. Use of electric and gas kilns. Prerequisite: AR 231. I, II.

AR 346. Intermediate Graphic Design. (3)

The development of creative problem-solving techniques, affecting both underlying concept and formal presentation. Encouragement of

experimental approach. Generation and use of the image in conjunction with typography. Range of formats. Prerequisite: AR 245.

AR 349. Materials and Methods. (3)

Image-generation techniques, traditional illustration, and graphic media as well as alternative sources of images. Creative discovery and application of materials, techniques, and processes in typical and atypical graphic design formats. Prerequisites: AR 221 and 245. II.

AR 351. Printmaking. (3)

Investigation of techniques for the production of fine prints. Creative development in the areas of relief, intaglio, monoprints, and silkscreen. Emphasis on process. Prerequisite: AR 111.

AR 355. Fiber Design. (3)

Exploration of two- and three-dimensional applications of fibers and mixed media. Introduction to techniques such as weaving, papermaking, dyeing, needlework, and basket-making. Overview of textile history and criticism with an emphasis on the conceptual development of an artistic work. Prerequisite: AR 117.

AR/PY 359. Art as Therapy. (3)

Exploration of techniques of art useful for facilitating self-expression and communication. Demonstration of how art promotes both personal and group understanding. Investigation of symbolic meaning in art and understanding of how art can lead to behavior change and self-understanding. Useful for artists and classroom teachers, as well as for therapists who work with groups of children or adults. Prerequisite: PY 101.

AR 365. Watercolor. (3)

Beginning watercolor techniques, working with color, composition, and formal considerations as well as development of familiarity and skill with watercolor pigments, papers, and brushes. Group discussion and critiques. Prerequisite: AR 212.

AR/CO 379. Digital Media III - Design for the Web. (3)

The study of web software and the visual design of web pages. Software may include Dreamweaver, Fireworks and BBEdit. For graphic designers – not a programming course. Prerequisite: AR 273. I.

AR 380. Special Topics. (1-3)

Selected topics to be determined by the department.

AR 387. History of 20th-Century Art. (3)

Study of the architecture, sculpture, painting, and photography from Impressionism through the present. **Meets the Communication Intensive course requirement in the major.**

AR 390. Directed Studies. (1-3)

Intermediate studies in a concentration area. Topic of study initiated by the student and presented in writing to the primary concentration instructor and art coordinator for approval prior to registration.

AR 442. Identity Design. (3)

The analysis, conceptualization and development of communication systems for businesses and institutions, including symbols, trademarks, logotypes, and corporate imaging. Prerequisite: AR 346. II.

AR 443. Advertising Design. (3)

The conceptualization, development, visualization and implementation of advertising campaigns for organizations and business, particularly the visualization of copy-based concepts. Prerequisite: AR 346. I.

AR 447. Publication Design. (3)

Focus on the manipulation of text and image within the periodical format, specifically magazine, newspaper, book, and brochure design. Emphasis on balancing client-oriented practical problem solving with personal style development and self-expression. Oriented toward professional standards and practices. Use of student's own photography and illustration encouraged. Projects appropriate for graduation portfolio. **Meets the Communication Intensive course requirement in the major.** Prerequisite: AR 346. I.

AR 480. Special Topics. (1-3)

Selected topics to be determined by the department.

AR 490. Directed Studies. (1-6)

Advanced studies in a concentration area. Open to students only in their last two semesters. Topic of study initiated by the student and presented in writing to the primary concentration

instructor and Art + Design chair for approval prior to registration.

AR 495. Internship. (1-6)

Student seeks art-related position and presents proposal in writing for approval by primary concentration instructor and Art + Design chair prior to registration. Prerequisites: junior standing and departmental approval.

AR 497. Portfolio Preparation. (1)

Preparation of a graphic design portfolio, resume, and business letterhead. Resume and cover letter writing and interviewing workshops. Culminates in professional portfolio review. **With AR 498, meets Capstone course requirement for Graphic Design majors.** Prerequisites: senior standing. II.

AR 498. Senior Studio. (2)

Design projects for freelance clients and on-campus clients, working individually and as teams. Students meet directly with clients and vendors, preparing job parameters, job flow, budgets, estimates and timelines. **With AR 497, meets Capstone course requirement for Graphic Design majors.** Prerequisite: AR 447 and permission of instructor. I, II.

Avila Advantage – Business

The candidate for the Bachelor of Arts degree in Business Administration offered through the Avila Advantage Program must complete all the University general degree requirements. Computer competency will be demonstrated by successful completion of BU/CS 110.

No minor is offered.

Admission to the Major

The 51-credit hour major is open only to students who meet the requirements for admission to the Avila Advantage Program, an adult degree program for students who are at least 23 years of age or have had a minimum of 3 years of work experience. Students may also elect to take an additional 12-credit hours in Business courses, especially recommended for students considering an MBA.

Degree Requirements

- 1) Students must complete at least 128 semester hours of academic work with a minimum of at least a 2.0 overall grade point average required for graduation. (All work attempted including transfer credits.)
- 2) Students must achieve a minimum grade of “C” in all courses required for the major. A course may be repeated once to improve the grade earned.
- 3) No more than 60 hours in one area may be counted toward the total hours required for a degree.
- 4) At least 64 hours of credit toward the degree must be from accredited four-year colleges/universities. Remedial course work will not be accepted.
- 5) Students must complete the final 30 hours at Avila University.
- 6) Students must complete at least 12 upper-division hours in the major at Avila University.
- 7) Transfer students must complete Communication Intensive (CI) courses in conjunction with the number of hours they transfer into Avila University. At least two of the CI courses must be completed within 60 hours of credit taken at Avila University.

If Transferring:	Students must complete CI courses in the following area:
less than 32 hours	One core CI course, one CI in the major number 310 and above, the major Capstone CI course, and two additional CI courses.
32-63 hours	Three CI courses, including the Major Capstone CI course.
64-95 hours	Three CI courses, including the Major Capstone CI course.
More than 95 hours	The Major Capstone CI course

- 8) Nine semester hours of correspondence credits from accredited, degree-granting institution will be accepted toward a degree.

Major Requirements

Business Core Requirements

- AC 201 Accounting I
 BU 110 Understanding Computers
 BU 305 Legal Aspects of Business I
 BU 310 Marketing
 BU 321 Management
 BU 322 Organizational Behavior & Development
 BU 330 Finance
 BU 340 Business Communication
 BY 499 Business Policy
 (course only available at Avila)
 EC 202 Principles of Microeconomics
 EC 240 Statistical Analysis
 AC 202 Accounting II
 OR
 EC 201 Principles of Macroeconomics

Business Major Electives

- BU 312 Consumer Behavior
 BU 323 Personnel Management
 BU 325 Labor-Management Relations
 BU 346 Employment Law
 BU 411 International Marketing

Strongly recommended for students planning to pursue an MBA

- *AC 202 Accounting II
 OR
 *EC 201 Principles of Macroeconomics
 EC 241 Quantitative Analysis
 BU 331 Investments
 BU 361 Money and Banking

**Whichever not taken above*

For course titles and descriptions, see the Business Administration section below.

Biochemistry (BC)

The candidate for the Bachelor of Science degree in Biochemistry must complete all the general degree requirements as stated earlier in this catalog.

Biochemistry Outcomes:

Upon graduation, a student in biochemistry should be able to demonstrate:

1. Fundamental knowledge in biochemical, analytical, organic, and physical chemistry and its application, integration and appreciation.
2. Effective scientific communication.
3. Laboratory competence.
4. Problem solving and interpretive skills.

The following courses in the Biochemistry Major must be completed with a grade of "C" or better: CH 131, 137, 216, 217, 221, 342, 343, 344, 345, 451, 461, and 499; BI 111, 211, 212, 250, and 312; CS 110; MA 241; PH 231 and 232.

Computer competency will be demonstrated by successful completion of CS 110.

Students majoring in Biochemistry are also required to demonstrate competency through a national examination approved by the chemistry faculty.

No minor is offered in Biochemistry.

Biology (BI)

Biology, the science of life, is one of the most fascinating and rewarding disciplines. Students successfully completing the Avila University Biology major can pursue a variety of career options, including work in the health professions; forensic sciences; forestry; agriculture; fisheries; oceanography; conservation; environmental research and management; medical and scientific publishing; business careers in health administration, instrumentation, and pharmaceuticals; secondary education; or pursue special research interests as a post-graduate biologist.

The candidate for the Bachelor of Science degree in Biology must complete all general degree requirements as stated earlier in this catalog. Students must complete all Biology, Chemistry, Physics, Mathematics, and Computer Science courses applicable to degree requirements with a minimum grade of "C".

Biology Program Outcomes

1. Biology majors will acquire a foundation of scientific knowledge that includes the historical development of biological thought, cell theory, biogenesis, homeostasis, gene theory, and ecology. Evolution is stressed throughout the curriculum.
2. Biology majors will learn biology by doing biology. Students will acquire a basic set of laboratory skills. Also, throughout the curriculum, students will be given opportunities to perform independent research projects. Majors will learn to access and critique the primary literature, identify problems, design and implement appropriate procedures using technological tools, work independently or collaboratively, evaluate alternative solutions, and present the results of their work while properly using the language of the discipline.
3. Biology major will be able to explain the limitations of science and properly place biology among the sciences. Majors will ultimately be able to apply scientific thought processes to broader intellectual and social issues.

Completion of the following is required for the Biology major: BI 111, BI 211, BI 212, BI 390, BI 497, and BI 499. Eligible students may also take BI 495, instead of BI 497 (with permission of the Science and Mathematics Division). Students with a 3.2 GPA or higher are eligible for graduation with honors after completion of BI 497, BI 498, and BI 499. In addition, all students must take CH 131, 137, 216, PH 231, and 232. Students are required to take MA 120 at a minimum. MA 241 and 242 are strongly recommended for some tracks. Students are encouraged to also take CH 217. Twenty additional hours of biology electives are chosen in consideration of the track a student chooses to pursue:

TRACK I

Pre-Medical, Pre-Dental, Pre-Veterinary

Students who are strong candidates for admission to medical, dental, osteopathic, or veterinary schools would pursue this track. Recommended biology electives include BI 312 Genetics or BI 345 The Structure, Function, and Chemistry of Cells, BI 330 Comparative Chordate Anatomy, BI 340 General Physiology and BI/CH 342 Biochemistry I. Students also are recommended to take MA 241 and 222 and CH 217.

TRACK II

Pre-Physical Therapy, Pre-Occupational Therapy, Pre-Optometry, Pre-Pharmacy, Pre-Physician Assistant

Students interested in pursuing post-graduate education leading to careers in health care would follow this track. Recommended biology electives would include anatomy and physiology classes (BI 220 or BI 330 and BI 340) and BI 250. CH 217 is recommended.

Avila University has an agreement with Rockhurst University which gives Avila's students preferential admission status when they apply to Rockhurst's Physical Therapy and Occupational Therapy Programs.

Avila University also has an agreement with the Arizona School of Health Sciences (ASHS) which gives Avila students meeting certain minimum criteria an automatic interview for the ASHA Physical Therapy and Occupational Therapy Programs.

TRACK III

Medical Technology

Students who plan to apply to National Accrediting Agency for Clinical Laboratory Science's (NAACLS) approved programs to become a medical technologist should follow this track. Required courses for this track are: BI 220 Human Anatomy and Physiology (6), BI 250 General Microbiology (4); BI 320 Immunology (4), BI 350 Medical Microbiology (4), BI/CH 342 Biochemistry I (3), MA 155 Elementary Probability and Statistics (3). Other courses are chosen to meet the admission requirements of the clinical programs to which the student plans to apply.

TRACK IV

Cell and Molecular Biology

Students interested in entering the business world or individuals planning to pursue a graduate degree in cell or molecular biology would choose this track. Recommended biology electives would include both BI 312 Genetics and BI 345 The Structure, Function, and Chemistry of Cells, BI 250 General Microbiology, BI 320 Immunology, and either BI 310 Evolution or BI 360 Ecology. CH 217 and MA 241 and 242 are recommended.

TRACK V**Ecology, Field Biology, Organismal Biology**

Students interested in working at field stations, museums, zoos, nature centers, or pursuing graduate work in ecology or zoology would choose this track. Recommended biology electives would include both BI 310 Evolution and BI 360 Ecology, BI 312 Genetics, and BI 340 General Physiology. MA 241 is recommended.

Biology majors who are eligible for departmental honors must have a minimum G.P.A. of 3.0 and meet the capstone requirement in biology by taking BI 498 Research II, as well as BI 497 and BI 499. Honors will be awarded to students who complete BI 497, BI 498, and BI 499 with a grade of "A" and approval of the science faculty. Students will be notified of their eligibility by their academic advisor in the fall of their junior year.

Computer competency will be demonstrated by successful completion of CS 110.

Biology Minor:

BI 111, 211, 212, and 6 hours at the 310 level or above.

Biology Secondary Education Certification:

See Natural Science.

Biochemistry Major:

See Biochemistry.

Biology Major:

See Biochemistry.

Microbiology Minor:

BI 111, 250, 320, 322, and 350.

Natural Science Major:

See Natural Science section.

Premedical Major:

See Premedicine section.

Unified Science Education-Biology**Endorsement:**

See Natural Science section.

BI 110. Principles of Biology. (4)

A survey of the fundamental principles that describe and govern life. Human examples will be emphasized in this course. Recommended for non-science majors. 3 hours lecture, 3 hours laboratory per week. I, II, S. CORE-II.

BI 111. General Biology. (4)

An introduction to the fundamental concepts of biology. Topics will include the chemistry of all living organisms, cell structure and function, principles of inheritance, and population biology. Examples from all kingdoms of life will be used. This course should be taken by students majoring in science, nursing, radiologic science, medical technology, and other health care fields. 3 hours lecture, 3 hours laboratory per week. I, II. CORE-II.

BI 211. Zoology. (4)

A survey of the features and characteristics of members of the animal kingdom. 3 hours lecture, 3 hours laboratory per week. Prerequisite: BI 111. I.

BI 212. Botany. (4)

A survey of the features and characteristics of members of the plant kingdom. 3 hours lecture, 3 hours laboratory per week. Prerequisite: BI 111. II.

BI 220. Human Anatomy and Physiology. (6-8)

A detailed study of the microscopic and gross human body structure and function taught from a systemic perspective. 4 hours lecture, 6 hours laboratory per week. The 8-hour option, available only with permission of the student's advisor and the course instructor, entails an additional 2 hours lecture per week. The eight credit option may be required for some pre-health profession students (e.g. pre dental, pre-physical therapy, preoccupational therapy). Not recommended for students interested in medical school. Prerequisite: BI 111. I, II.

BI 250. General Microbiology. (4)

Morphology, physiology, and growth of microorganisms; beneficial and harmful relationships between microorganisms and people; techniques of isolation and cultivation. 3 hours lecture, 2 hours laboratory per week. Prerequisites: BI 111, CH 131. I.

BI/GS 303. Biological Processes and Aging. (2)

The purpose of this course is to provide knowledge of the basic biological aspects of aging. Topics will include: developmental processes of aging; effects of aging on cardiovascular system; the brains of older people; age-related structural alterations in balance and hearing;

effects on taste and smell; diseases and carcinogenesis among the aging. This course will not apply to a biology major. Intermittently.

BI 310. Evolution. (3)

Description of theories regarding processes by which life forms evolve; chemical evolution and origins of life; organismic evolution; population genetics and dynamics. 3 hours lecture per week. Prerequisites: BI 111, 211, and 212. II, odd years.

BI 312. Genetics. (4)

Principles of heredity; nature, transmission, and function of genetic material; and genetics of populations are studied. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111, 211, and 212; CH 216 or concurrently. II, even years.

BI 320. Immunology. (4)

The study of antigens, antibodies, complement, and humoral and cell-mediated immunities; immediate hypersensitivities, immune deficiencies, autoimmune diseases. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111 or 250; CH 216 or concurrently; BI 211 and 212 are recommended. I, odd years.

BI 322. Eukaryotic Parasitology. (4)

The salient characteristics of eukaryotes parasitic in humans; organisms covered will include protists, fungi, and metazoans. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 250 or BI 111, 211 and 212. II, intermittently.

BI 325. Pathological Physiology. (3)

A study of alterations of normal human physiology which are considered pathological. 4 hours lecture per week. Prerequisite: BI 220. II.

BI 330. Comparative Chordate Anatomy. (5)

A detailed study and comparison of body structure in representative chordates. Topics include a survey of chordate evolution and systematics, histological basis of gross anatomy, and relationships between structure and function. 3 hours lecture, 6 hours laboratory per week. Prerequisites: BI 111, 211, and 212. I, even years.

BI 340. General Physiology. (4)

An investigation into the physiochemical principles underlying plant and animal function. 3 hours lecture, 3 hours laboratory per week.

Prerequisites: BI 111, 211, and 212. II, even years.

BI/CH 342. Biochemistry I. (3)

Introduction to the chemistry of life processes. The chemistry of amino acids, proteins and carbohydrates is examined and applied to biosynthesis and catabolism of carbohydrates through glycolysis, gluconeogenesis, the citric acid cycle and electron transport. Meets the Communication Intensive course requirement in chemistry. Prerequisite: CH 216. I.

BI/CH 345. The Structure, Function, and Chemistry of Cells. (4)

A study of structure, function, and biochemistry at the cellular and subcellular level, including the biosynthesis and catabolism of fats. Also considered are the chemistry, replication, and transcription of nucleic acids and some topics dealing with recombinant DNA. Prerequisites: BI 111 and CH 216. II, odd years.

BI 350. Medical Microbiology. (4)

The salient characteristics of prokaryotes associated with diseases of people. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 250 or BI 111, 211, and 212. II, intermittently.

BI 360. Ecology. (4)

A detailed study of relationships between organisms and their environments. 3 hours lecture, 4 hours laboratory per week (some of the weekly meetings may be waived in lieu of required field trips to previously selected sites). Prerequisites: BI 111, 211, and 212. I, odd years.

BI 362, 363. Field Biology I, II. (3, 3)

Application of ecological research techniques on an extended field trip. 3 hours lecture per week, participation in the field trip is required. The field trip is equivalent to a laboratory experience. Prerequisites: BI 111, 211, 212; 360 is recommended. Intermittently.

BI 376. Biology of Amphibians. (2)

A survey of the systematics and natural history of amphibians. 1 hour lecture, 2 hours laboratory per week. Prerequisite: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 377. Biology of Reptiles. (2)

A survey of the systematics and natural history of reptiles. 1 hour lecture, 2 hours laboratory

per week. Prerequisites: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 379. Mammalogy. (4)

A survey of the systematics and natural history of mammals. 2 hours lecture, 4 hours laboratory per week. Prerequisites: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 380. Special Topics. (1-4)

Selected topics courses determined at the discretion of the department. Topics may include: Embryology, Histology, Kinesiology, Plant Taxonomy, or General Nutrition. Prerequisite: permission of the instructor. Intermittently.

BI 390. Directed Studies in Biology. (1-2)

Discussion and analysis of current topics in biology. **Meets the Communication Intensive course requirement in the major.** Prerequisites: BI 111, 211, and 212 or permission of instructor. I.

BI 395. Biology Laboratory Teaching Assistant. (1)

A structured, supervised experience in which the student aids a faculty member in teaching the laboratory portion of a biology course. The course should be one that the student has completed and in which he/she performed well. The experience will provide an in-depth review of the material being taught and an introduction to teaching at the university level.

BI/CH/NS 495. Internship. (1-4)

A carefully monitored work or service experience, occurring off-campus at an institution or agency specializing in an area relevant to the student's ultimate career goals. The student will meet the intended learning outcomes for the experience. Students will be notified of their eligibility by their academic advisor.

BI 496. Biology Research. (1-6)

Requires completion of an individual student research project in the laboratory or field. Prerequisite: science major with 12 hours of 200 or 300 level biology courses or permission of instructor. Students may count up to 6 hours in research toward degree requirements. I, II, S.

BI/CH/NS 497. Research I. (1 or 2)

Individual student research on an advanced topic in the student's field, or on a laboratory or

field project. Course topics includes the use and analysis of primary literature and the peer review process, investigative design, and research methods. This course is to be taken typically during the spring semester of the student's junior year. The nature of the Research I experience will be selected by the student in consultation with, and with permission granted by the Natural Science faculty. Prerequisite: Junior standing in Biology, Biochemistry, Chemistry, Natural Science, or Premedicine. I, II.

BI/CH/NS 498. Research II. (1 or 2)

A continuation of a laboratory or field project begun in BI/CH/NS 497, Research I. Emphasis will be placed on data analysis and its interpretation. This course is required of any student interested in being considered for departmental honors. Prerequisites: completion of BI/CH/NS 497, Research I, with a "B" or better; Senior standing in Biology, Biochemistry, Chemistry, or recommendation of the Natural Science faculty.

BI/CH/NS 499. Research Colloquium and Seminar. (1)

Instruction in the various forms of oral and written scientific communication will be stressed. Speakers from within the Avila community, as well as guest speakers, will give presentations on topics in their fields of research and study. All students from BI/CH 495, BI/CH/NS 497 and/or 498 will prepare a written scientific paper and an oral presentation on their own topics of research or study. **Meets the Capstone course requirement in the Biology, Biochemistry, Chemistry, Natural Science, and Premedicine majors.** Prerequisite: Successful completion of BI/CH/NS 497 or 498.

Business Administration (BU)

The Division of Business provides students with professional knowledge and basic skills necessary to assume positions of administrative responsibility in a wide variety of areas. This is undertaken with an orientation toward the moral aspects and the consequences of one's actions. The division seeks to provide mechanisms and reinforcement for students to engage actively in meaningful experiences beyond the classroom setting.

MAJORS OFFERED:

Accounting
 Business Administration
 Finance
 General Management
 Information Science
 International Business
 Marketing
 Paralegal (See Legal Studies)

A double major combining two of the above fields is not permitted.

The candidate for the Bachelor of Science in Business Administration degree must fulfill the requirements listed below. Prior to formal admission to the division, students should seek advice from their academic advisor.

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours BU/EC/AC/LG courses. Business courses that are cross-listed are counted against the 77 hour limit regardless of the division designation under which credit is granted.
2. Achievement of a minimum grade of "C" in all courses specifically required for the degree. Division majors who have attained 95 semester hours and have not successfully completed all 100 and 200 level division courses may not enroll in further division courses until those courses have been completed with a "C" or better. (Students required to take MA 90 or MA 95 may be delayed in completing 200-level Business Core classes. Please consult your advisor if you will be taking either or both classes.)
3. Completion of at least 12 hours of upper-division courses in the major at Avila University.
4. Avila students who wish to take upper-division courses off campus to satisfy the requirements of any of the majors in the division will have prior division approval and must take them at a four-year school. Courses transferred at the time of admission to Avila will be evaluated for upper-division credit. At admission, business law may be transferred from a two-year school to satisfy BU 305 Legal Aspects of Business I.

5. Completion of the final 30 hours at the university.
6. Successful completion of the Business Division Examination is required.
7. The candidate must fulfill all the University Core Curriculum requirements as stated earlier in this catalog.

The division specifically requires that the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communications, EN 111 Composition I, and an additional 3 hours of writing, EN 112 Composition II. All majors may meet the core math requirement by completing MA 115 Finite Mathematics, or a higher level mathematics course. All specifically required courses must be completed with a letter grade of "C" or better.

Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a letter grade of "C" or better.

8. Completion of the following Business Core requirements: 42 semester hours.

AC	201	Principles of Accounting I
AC	202	Principles of Accounting II
BU	110	Understanding Computers
BU	305	Legal Aspects of Business I
BU	310	Marketing
BU	321	Management
BU	322	Organizational Behavior and Development
BU	330	Finance
BU	340	Business Communications
BU	499	Business Policy
EC	201	Principles of Macroeconomics
EC	202	Principles of Microeconomics
EC	240	Statistical Analysis
EC	241	Quantitative Analysis
9. Only one repeat of a required Business or Economics course by a division major or minor will be permitted.
10. BU 499 Business Policy may only be taken from the Business and Economic Division at Avila.
11. In addition to the University Core Curriculum requirements and the Business

Core requirements, students must satisfy requirements of one of the following majors:

Business Administration

The major is for students who are undecided about majoring in one of the areas of business listed below. It is also for those who wish a broader education in Business.

The Business Administration major is also available through the Avila Advantage program for persons who have worked full time for at least three years or 23 years of age. For additional information, contact the Avila Advantage Office, (816) 501-3737.

The requirements are: Twenty-one (21) hours of electives chosen from three of the areas of Accounting, Finance, Marketing, Economics, General Management, and Information Science. No fewer than six (6) nor more than nine (9) hours may be taken from the courses in any one area. The areas and courses are:

Finance and Economics

- BU 331 Investments
- BU 435 Financial Policy
- BU 437 International Finance
- EC 361 Money and Banking
- EC 382 International Economics

Accounting

- AC 250 Accounting Issues
- AC 350 Managerial Accounting
- AC 361 Intermediate Accounting I
- AC 362 Intermediate Accounting II
- AC 365 Accounting Information Systems
- AC 451 Tax Accounting I
- AC 452 Tax Accounting II

Marketing

- BU 312 Consumer Behavior
- BU 313 Promotion Strategy
- BU 316 Personal Selling
- BU 411 International Marketing
- BU 412 Services Marketing
- BU 415 Marketing Policy
- BU 417 Marketing Research

Management

- BU 323 Personnel Management
- BU 326 Operations Management
- BU 345 Legal Aspects of Business II
- OR
- BU 346 Employment Law

- BU 427 Procurement Management

Information Science

- CS 160 Visual Basic Programming
- CS 340 Database Management
- CS 350 Systems Analysis and Design
- CS 380 Advanced Special Topics

Finance

A total of eighteen (18) hours.

Plus the Business Core (42 hours).

- AC 350 Managerial Accounting
- BU 331 Investments
- BU 435 Financial Policy
- BU 437 International Finance
- EC 312 Intermediate Microeconomics
- EC 361 Money and Banking

General Management

A total of eighteen (18) hours.

Plus the Business Core (42 hours).

- AC 350 Managerial Accounting
- BU 323 Personnel Management
- BU 326 Operations Management
- BU 415 Marketing Policy
- BU 427 Procurement Management
- BU 435 Financial Policy

Information Science

A total of thirty (30) semester hours.

Plus the Business Core (42 hours).

- AC 350 Managerial Accounting
- CS 120 Introduction to CS I Using C++
- CS 121 Introduction to CS II Using Visual C++
- CS 160 Visual Basic
- CS 310 Cobol Programming
- CS 315 Operating Systems
- CS 340 Database Management
- CS 350 Systems Analysis and Design

Three (3) hours of computer science electives.

International Business

A total of thirty (36) semester hours.

Plus the Business Core (42 hours).

- AC 350 Managerial Accounting
- BU 411 International Marketing
- BU 437 International Finance
- EC 382 International Economics

Twelve (12) hours of the same foreign language at the college level.

Twelve (12) hours beyond basic courses in a business functional area with approval of advisor.

Marketing

A total of eighteen (18) hours.
Plus the Business Core (42 hours).

BU 417 Marketing Research

Five (5) of the following:

- BU 312 Consumer Behavior
- BU 313 Promotion Strategy
- BU 316 Personal Selling
- BU 411 International Marketing
- BU 412 Services Marketing
- BU 415 Marketing Policy

Minor in Business Administration

21 credit hours from the following:

- AC 201 Principles of Accounting I
- BU 305 Legal Aspects of Business I
- BU 310 Marketing
- BU 321 Management

One upper division AC/BU/EC/LG 3 credit course.

Choose two of the following three courses:

- AC 202 Principles of Accounting II
- EC 201 Principles of Macroeconomics
- EC 202 Principles of Microeconomics

A minimum grade of "C" is required in courses required for a minor in Business Administration. Either MA 115 or MA 120 is a prerequisite to courses included in the minor in Business Administration.

At least 12 hours of courses numbered 300 or above in the minor must be completed at Avila University.

A minor in Business Administration is not permitted for AC/BU/LG majors.

Business Education

A Bachelor of Arts in Business Education is described under Education. It offers a major in Business and a minor in Secondary Education satisfying Missouri certification. Kansas certification requirements may be completed concurrently. A Middle School major with a concen-

tration in business is also available. See Education section.

BUSINESS COURSES (BU)

BU/CS 110. Understanding Computers. (3)
Social and ethical issues relating to computer use, operation of a computer, using a computer operating system, software applications such as word processing, spreadsheets and databases, e-mail and internet, utilization of computers to problem-solve and to access current information technologies, and other related topics. I, II, S.

BU 230. Personal Financial Management. (3)

This course is to provide students with the tools and techniques to enhance the decision-making process regarding personal financial management. The course will cover such topics as cash management, credit and budgeting, investments, taxes, insurance and financial planning. For non-business majors only. Prerequisite: Sophomore standing. I, CORE-II.

BU 305. Legal Aspects of Business I. (3)

The study of legal issues inherent to business operations such as contracts, intellectual property, torts, crimes and administrative regulation. I, II, S, CORE-II.

BU 310. Marketing. (3)

Introduction to the principles and practices of marketing goods and services. Strategy and planning are emphasized as well as a thorough treatment of product, pricing, physical distribution and promotional issues. The marketing concept is given extensive treatment. Prerequisite: EC 201 or 202. I, II, S.

BU 312. Consumer Behavior. (3)

Analysis of internal factors influencing consumer behavior and identification of variables basic to the segmentation of consumer markets. Prerequisites: BU 310 (or concurrently) and PY 101. II.

BU 313. Promotion Strategy. (3)

Examination of the variables of the promotional mix (advertising, publicity, personal selling and sales promotion) and their role in marketing processes. Focus is on managing both interpersonal and mass communications, including positioning issues, message strategies and cre-

ative appeals; media evaluation, selection and placement; and the implementation of sales promotions. Prerequisite: BU 310. I.

BU 316. Personal Selling. (3)

Principles and methods of effective personal selling, customer analysis and methods of sales presentations, and planning and coordinating the sales function. Prerequisite: BU 310. II.

BU 321. Management. (3)

Principles of management applicable to any organization including functions, processes, and behavior concepts. Prerequisite: Junior standing I, II, S.

BU 322. Organizational Behavior and Development. (3)

The study of the structure, individual and group behavior, and development of organizations. Prerequisite: BU 321. I, II.

BU 323. Personnel Management. (3)

Study of human resource management as an integral function of an organization. Areas emphasized are employee influence and human resource flow. Prerequisite: BU 321. I.

BU 325. Labor-Management Relations. (3)

Basic labor-management relations history, development and applications. Prerequisite: BU 321. I.

BU 326. Operations Management. (3)

Analysis of the methods and techniques utilized in the operations areas of organizations including the production and manufacturing function. Prerequisites: BU 321 and EC 241. I.

BU 330. Finance. (3)

Study of financing organizations with an emphasis on corporations. Prerequisites: AC 202, EC 202, 240 and MA 115 or 120. I, II, S.

BU 331. Investments. (3)

Analysis and evaluation of the major types of financial investments. Prerequisite: BU 330. II.

BU 340. Business Communications. (3)

Communications applicable to business, and to job-seekers. Emphasizes practical exercises in writing, speaking and listening skills. Includes a focus on ethical and intercultural considerations. **Meets the Communication Intensive**

course requirement in the major. Prerequisites: EN 112 and CO 110. I, II.

BU 345. Legal Aspects of Business II. (3)

A continuation of Legal Aspects of Business I. Topics include Secured Transactions, Negotiable Instruments, Agency, Mortgages, Creditor Law & Liens, Anti-trust, Insurance, International Business Law, Administrative Law and Constitutional Law. Prerequisite: BU 305. II.

BU/LG 346. Employment Law. (3)

The study of state and federal statutory and case law that govern the employee/employer relationship. Prerequisite: BU 305. I, odd years.

BU/LG 347. International Business Law. (3)

A study of the principles, laws and organizations that impact the management of an international business transaction. The course will cover the law of international trade, licensing and investment and explore the roles played by legal, financial, accounting and management professionals in international business transactions. Prerequisite: BU 305 or equivalent.

BU 380. Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

BU 411. International Marketing. (3)

A study of the special problems of businesses in analyzing the environment affecting selection, and development of international markets with respect to the firm's resources and alternative foreign opportunities. Prerequisite: BU 310 or equivalent. I.

BU 412. Services Marketing. (3)

Analysis of the dynamic services sector in domestic and international markets. Focus is on strategy and application of marketing principles for managers of service firms. Prerequisite: BU 310. I.

BU 415. Marketing Policy. (3)

Case studies on the analysis of the development, execution, evaluation, and redirection of marketing programs. Prerequisite: BU 310. I.

BU 417. Marketing Research. (3)

The techniques and methods utilized in planning, executing, and reporting marketing research including research design, question-

naire construction, sampling, and data analysis topics. Prerequisites: BU 310 and EC 240. I.

BU 418. Physical Distribution Management. (3)

Design effective operation and coordination of integrated physical distribution systems for organizations serving geographically extended markets. Prerequisites: BU 310 and EC 241.

BU 427. Procurement Management. (3)

Study of materials management and analysis of the purchasing function. Prerequisites: BU 321 and EC 241. II.

BU 435. Financial Policy. (3)

Case studies of the theory and practice of capital budgeting, financial planning, asset management, and capital structure. Prerequisite: BU 330. I.

BU 437. International Finance. (3)

A survey of major issues in international financial management and investments. Topics covered will include: exchange rate determination, spot and forward markets for foreign exchange, the financial management of multinational corporations, and managing the risks inherent in international business. Prerequisite: BU 330.

BU 490. Directed Studies in Business. (1-6)

Study of an approved topic not parallel with the content of another course.

BU 495. Business Internship. (1-6)

Structured learning/work experience performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only. Opportunities also exist for students to do their internship through the Washington Center in Washington, D.C.

BU 499. Business Policy. (3)

A capstone course that is designed to synthesize the student's learning through case study and computer simulation. **Meets the Capstone course requirement in the major.** Prerequisites: BU 310, 321 and 330. Senior standing required.

Business Education (BE)

The Bachelor of Arts in Business Education is designed for students who wish to become business teachers in grades 9-12. The major is aligned with both the state business content competencies for the beginning teacher and the state education and pedagogical requirements for a beginning teacher. Many opportunities for both theoretical and practical applications of business principles in the classroom setting are a part of this major. Students will have a broad knowledge of principles of accounting, economics, management, marketing, computer skills, business communication and moral and ethical decision making.

Major Criteria

A. Criteria for Admission to the Business Education Major.

1. Admission to the University.
2. Attainment of Missouri's basic education competency requirement which is attainment of a passing score on each subtest of the College Basic Academic Subjects Examination (C-BASE).

The C-BASE can be attempted a total of three times. In addition, the student must submit scores on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) if applicable. (See Teacher Education Handbook.)

3. Completion of at least sixty (60) semester hours of college work.
4. Completion of at least six (6) semester hours of professional education courses at Avila University.
5. Attainment of a cumulative grade point average of at least 2.5 (on a 4.0 scale), for all college work.
6. A grade of "C" (2.0) or better in the following courses or their equivalents: Composition I, Composition II, Communication, and Finite Math or College Algebra.

7. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale), for all business education courses with no grade below a "C" (2.0).
8. Favorable recommendation by the Education faculty of performance in activities for ED 185 Education Practicum including mentor and instructor evaluation.
9. Favorable written recommendation from an Avila Business Division faculty member.
10. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of Practicum supervisor, Avila faculty member in a division outside of education, and education faculty member(s) and background check.

B. Criteria for Completion of the Bachelor of Arts degree in Business Education.

1. Completion of all the general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum GPA of 3.0 for all courses in the business education major and also a minimum grade of "C" (2.0) in all courses required for the major. A course may be repeated once to improve the grade earned.
4. The Praxis Specialty Exam must be passed to obtain Missouri certification. If Kansas certification is desired, the Professional Knowledge section of the Praxis must be passed. All candidates for teacher certification must successfully pass the PRAXIS specialty exam before being admitted to student teaching.
5. Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a letter grade of "C" or better.

BUSINESS EDUCATION COURSES.

AC 201. Principles of Accounting I. (3)

Introduction to the terminology, concepts, and procedures of accounting. Prerequisites: Sophomore standing; MA 120 (Accounting majors) or MA 115 (all others). I.

BU/CS 110. Understanding Computers. (3)

Social and ethical issues relating to computer use, operation of a computer, using a computer operating system, software applications such as word processing, spreadsheets and databases, e-mail and internet, utilization of computers to problem-solve and to access current information technologies, and other related topics. I, II, S.

BU 230. Personal Financial Management. (3)

This course is to provide students with the tools and techniques to enhance the decision-making process regarding personal financial management. The course will cover such topics as cash management, credit and budgeting, investments, taxes, insurance and financial planning. Prerequisite: Sophomore standing. Level II. I.

BU 305. Legal Aspects of Business I. (3)

The study of legal issues inherent to business operations. I, II, S. CORE-II.

BU 310. Marketing. (3)

Introduction to the principles and practices of marketing goods and services. Strategy and planning are emphasized as well as a thorough treatment of product, pricing, physical distribution and promotional issues. The marketing concept is given extensive treatment. Prerequisite: EC 201 or EC 202. I, II, S.

BU 321. Management. (3)

Principles of management applicable to any organization including functions, processes, and behavior concepts. Prerequisite: Junior standing I, II, S.

BU 345. Legal Aspects of Business II. (3)

A continuation of Legal Aspects of Business I. Topics include Secured Transactions, Negotiable Instruments, Agency, Mortgages, Creditor Law & Liens, Anti-trust, Insurance, International Business Law, Administrative Law and Constitutional Law. Prerequisite: BU 305. II.

CO/AR 271. Macintosh Software: QuarkExpress. (3)

Industry standard software for page layout and document design. Basic layout design concepts, such as eye flow and sequence, page composition, using type and images. Developing practical and commercially viable skills.

CS 170. Web Page Design. (3)

This course will cover designing a web page. You will learn how to create a web page using HTML as well as making the page both eye-catching and functional. Information will also be provided on implementation of the page on the World Wide Web. Prerequisite: Computer skills with Windows and Microsoft Office Software. I.

EC 201. Principles of Macroeconomics. (3)

An introduction to the fundamental economic concepts and principles, capitalism, legal forms of business enterprises, determination of national income, and monetary and fiscal policy. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. CORE-II.

EC 202. Principles of Microeconomics. (3)

An introduction to the theory of consumer and producer, or firm, behavior with an emphasis on the analysis of prices, markets, production, and resource allocation. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. I, II.

Note: Most education courses can be taken at the 500 level (graduate credit) by certification students only. See graduate section.

ED 185. Practicum. (3)

Pre-service experience with TEXT Mentors in the classroom. Serves as an early screening process for elementary, special education, middle and secondary prospective teachers. Course requires spending one day a week in the classroom, attending weekly on-campus meetings, course readings and reflective writing. This course is an important part of entry to the Education Department. It may be repeated one time. Developmental recommendations may be made as a result of this course. *Practicum can only be taken at Avila University. Credit for tak-*

ing this course at another institution will not be accepted. I, II.

ED/PY 229. Developmental and Educational Psychology. (3)

An in-depth exploration of learning and motivation theory, cognitive, moral, psychological and physical development. Additional topics include a self-study, an examination of social-emotional difficulties of children, and the influence of classroom environment on learning. II, S.

ED/PY 235. Psychology of the Exceptional Child. (3)

Designed to provide an introduction to the various areas of exceptionality (gifted, mentally handicapped, learning disabled, emotionally disturbed, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. I, II.

ED 245. Tests and Measurements. (3)

A study of the role of evaluation in the instructional process, preparation of outcomes objectives, and basic statistical concepts and common terminology related to educational measurement. Practice in developing and administering classroom tests and the study performance based assessment are provided as well as information regarding commonly used formal tests in school districts. I, S, odd years.

ED 287. Educational Foundations. (3)

Examination of American education including philosophical, historical and social foundations, teaching as a profession, recent innovations, diversity and critical issues. All levels of schooling are explored including elementary, middle school and secondary education. Prerequisites: Completion of one English composition course with a grade of "C" or better and sophomore status. I, II, S.

ED 315. General Methods. (3)

Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required.

Prerequisites: Successful completion of all sections of the C-BASE, positive department recommendation upon completion of ED 185. *General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

ED 366. Parent Conferencing for Secondary Teachers. (1)

Methods for communicating with parents of the high school student. Involvement of the family in the school community is stressed. I.

ED 375. Reading in the Content Areas. (3)

Selection and adaptation of materials and strategies to aid students with reading in the content areas; methods of teaching more effective comprehension and study skills in these subjects; techniques for dealing with the challenged reader. **Prerequisite:** ED 315. I, S, even years.

ED 381. Health and Safety Issues in a School Setting. (1)

Presents an overview of health and safety issues specifically related to school settings. Students will experience learning activities and skill practices to increase knowledge and skills in dealing with emergency and first aid situations. Students will earn CPR and first aid certification as well as bloodborne pathogen training. Health issues, such as eating disorders, nutrition, substance abuse, and depression will be covered, and the teacher's role in dealing with these situations will be discussed. **Note:** Should be taken the semester before student teaching. CPR/First Aid certification must be current during student teaching. I, II, S.

ED 419. Behavior Management. (3)

Theories, techniques and current research concerning behavior management in classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each student will have produced his/her own discipline plan. I, II.

ED 494. Student Teaching Seminar. (1)

Must be taken concurrently with ED 495 Student Teaching. The seminar is comprised of several campus meetings for the purposes of professional development, sharing of experiences, and compilation of the completed preservice portfolio. I, II.

ED 495. Student Teaching. (7-9)

Pre-professional experience in a classroom setting; supervision and guidance shared between the cooperating teacher and the university supervisory staff. By application in advance of registration date. **Meets the Capstone course requirement in the major.** **Prerequisites:** admittance to Education department, major and minor requirements completed and passing score on appropriate PRAXIS specialty exam. Attendance at required pre-student teaching meeting. Fee required. I, II.

Chemistry (CH)

The candidate for the Bachelor of Arts degree in Chemistry must complete all the general degree requirements as stated earlier in this catalog.

Chemistry Outcomes

Upon graduation, a student majoring in chemistry should be able to demonstrate:

1. Fundamental knowledge in analytical, biochemical, inorganic, organic, and physical chemistry and its application, integration, and appreciation.
2. Effective scientific communication.
3. Laboratory competence.
4. Problem solving and interpretive skills.

The following courses in the Chemistry Major must be completed with a grade of "C" or better: CH 131, 137, 216, 217, 221, 342, 451, 461, 497, 499 plus one of the following courses: CH 321, 344, or 452; CS 110; MA 241; PH 231 and 232.

Computer competency will be demonstrated by successful completion of CS 110.

Students majoring in chemistry are also required to demonstrate competency through the Graduate Record Examination in Chemistry, American Chemical Society Standardized Examinations, MCAT, DAT, or other national examination approved by the chemistry faculty.

Chemistry Minor:

CH 131, 137 plus a minimum of 12 additional hours in chemistry, to include laboratory experiences in at least two of the following areas of chemistry: analytical, biochemistry, inorganic, organic and physical. At least 3 credits must be courses numbered 300 or higher. CH 115, 180, 480, and 495 do not count towards the 12 additional credits.

Biochemistry Major:

See Biochemistry Section.

Chemistry Secondary Education Certification:

See Natural Science.

Premedical Major:

See Premedicine Section.

Natural Science Major:

See Natural Science section.

Unified Science Education - Chemistry Endorsement:

See Natural Science section.

Medical Technology Program

See Biology section.

CHEMISTRY COURSES (CH).**CH 115. Molecules that Matter. (4)**

An introductory course primarily for non-science students. The fundamental principles of chemistry will be studied, along with their application to current topics in chemistry (such as, for example, consumer chemistry, the environment, food, drugs). The importance of chemistry in an individual's personal and professional life will be highlighted. The student will develop an appreciation for how chemists approach and solve problems. No previous background in chemistry is required. I, II, S. CORE-II.

CH 131. General Chemistry I. (4)

The principal theories of modern chemistry. The topics studied will include atomic theory and structure, the periodic table, gases, reaction types, chemical compounds, stoichiometry, solutions, acids and bases, and chemical bonding. Corequisite: MA 120. I, II. CORE-II.

CH 137. General Chemistry II. (4)

A continuation of the principal theories of modern chemistry taught in CH 131. The topics studied will include thermodynamics, kinetics, chemical equilibrium, solubility, and selected descriptive chemistry. Prerequisites: CH 131, MA 120. II.

CH 180. Topics in Chemistry. (1)

Presentation and discussion of chemical topics. Each offering will be titled appropriately. A student may take any number of different topics. I, II, S.

CH 216. Organic Chemistry I. (5)

Principles, laws and theories governing structures and reactions of hydrocarbons and alcohols are presented. Stereochemistry and mechanisms of alkene reactions are also introduced. Prerequisite: CH 131. I.

CH 217. Organic Chemistry II. (5)

A continuation of the study of organic compounds began in CH 216. The principles and theories developed in CH 216 are applied to other common functional groups including alkyl halides and various classes of carbonyl compounds. Common spectroscopic methods are also presented. Prerequisite: CH 216. II.

CH 221. Quantitative Analysis. (4)

The theory and practice of the classical methods of chemical analysis including basic potentiometry and spectrophotometry. Laboratory emphasizes the performance of accurate quantitative measurement. Prerequisites: CH 137, MA 120. I, odd years.

CH 316. Organic Qualitative Analysis. (3)

Identification of organic compounds by physical and chemical methods and an introduction to the interpretation of IR, NMR, UV and Mass Spectra. Prerequisite: CH 217 or consent of instructor. II, intermittently.

CH 321. Instrumental Methods of Analysis. (4)

A study of the theoretical principles and practical operation of modern chemical instrumentation. Understanding is reinforced by performing chemical analysis using a variety of laboratory instruments. A critical comparison of methods is involved. Instruction will include the instrumentation for spectroscopy, separations, and computerized data acquisition and analysis.

Meets the Communication Intensive course requirement in the major. Prerequisites: CH 221, PH 231, 232. II, alternate years.

CH/BI 342. Biochemistry I. (3)

Introduction to the chemistry of life processes. The chemistry of amino acids, proteins and carbohydrates is examined and applied to biosynthesis and catabolism of carbohydrates through glycolysis, gluconeogenesis, the citric acid cycle and electron transport. **Meets the Communication Intensive course requirement in the major.** Prerequisite: CH 216. I.

CH 343. Biochemistry Laboratory. (1)

A laboratory study of topics covered in CH 342. Prerequisites: BI 111; CH 216; CH 342 or concurrently. II.

CH 344. Biochemistry II. (3)

The study of metabolic pathways begun in CH 342 is continued through biosynthesis and catabolism of fats and proteins. Chemistry of nucleic acids and its relationship to replication, transcription and translation of genetic information and recombinant DNA is considered. Prerequisite: CH/BI 342. II, even years.

CH/BI 345. The Structure, Function, and Chemistry of Cells. (4)

A study of structure, function, and biochemistry at the cellular and subcellular level, including the biosynthesis and catabolism of fats. Also considered are the chemistry, replication, and transcription of nucleic acids and some topics dealing with recombinant DNA. Prerequisites: BI 111 and CH 216. II, odd years.

CH 451. Physical Chemistry I. (3)

A quantitative description of the macroscopic behavior of substances and the molecular basis for this macroscopic behavior including the topics of thermodynamics and statistical mechanics. Prerequisites: CH 137; MA 241; PH 232. I, alternate years.

CH 452. Physical Chemistry II. (3)

A continuation of CH 451 emphasizing the topics of chemical kinetics and quantum mechanics. Prerequisites: CH 451; MA 242. II, alternate years.

CH 461. Physical Chemistry Lab I. (1)

Introduction to experimental techniques used in physical chemistry. Experiments illustrating the material presented in CH 451 will be carried

out. Prerequisites: CH 137, MA 241, PH 232; CH 451 or concurrently. I, alternate years.

CH 462. Physical Chemistry Lab II. (1)

A continuation of CH 461. Experiments illustrating the material presented in CH 452 will be carried out. Prerequisites: CH 451, 461, MA 242; CH 452 or concurrently. II, alternate years.

CH 480. Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

CH/BI/NS 495. Internship. (I-4)

A carefully monitored work or service experience, occurring off-campus at an institution or agency specializing in an area relevant to the student's ultimate career goals. The student will meet the intended learning outcomes on what is learned throughout the experience. Students will be notified of their eligibility by their academic advisor.

CH/BI/NS 497. Research I. (I or 2)

Individual student research on an advanced topic in the student's field, or on a laboratory or field project. Course topics include the use and analysis of primary literature and the peer review process, investigative design, and research methods. This course is to be taken typically during the spring semester of the student's junior year. The nature of the Research I experience will be selected by the student in consultation with, and with permission granted by the Natural Science faculty. Prerequisite: Junior standing in Biology, Biochemistry, Chemistry, Natural Science, or Premedicine. I, II.

CH/BI/NS 498. Research II. (I or 2)

A continuation of a laboratory or field project begun in CH/BI/NS 497, Research I. Emphasis will be placed on data analysis and its interpretation. This course is required of any student interested in being considered for departmental honors. Prerequisites: Completion of CH/BI/NS 497, Research I, with a "B" or better; Senior standing in Biology, Biochemistry, Chemistry, Natural Science, or Premedicine; recommendation of the Natural Science faculty. I.

CH/BI/NS 499. Research Colloquium and Seminar. (1)

Instruction in the various forms of oral and written scientific communication will be stressed. Speakers from within the Avila com-

munity, as well as guest speakers will give presentations on topics in their fields of research and study. All students from CH/BI 495, CH/BI/NS 497 and/or 498 will prepare a written scientific paper and an oral presentation on their own topics of research or study. **Meets the Capstone course requirement in the Biology, Biochemistry, Chemistry, Natural Science, and Premedicine majors.** Prerequisite: Successful completion of CH/BI/NS 497 or 498. II.

Communication (CO)

The Communication program provides a broad base of theoretical and practical coursework in the communications industry. The candidate for the Bachelor of Arts degree must fulfill all general degree requirements as stated earlier in this catalog. In addition to completing the foundation courses and learning the use of technology across the field, students choose a concentration area to develop skills suited to their particular career interests. The program has audio and video production studios and provides hands-on learning with both *The Talon*, an award-winning student newspaper, and the campus cable television station. Students must have a minimum grade of "C" for all Communication courses.

Expected learning outcomes for Communication majors:

1. Write in a variety of professional styles.
2. Understand the theoretical and historical foundations of advertising, public relations, mass media and human communication research, and the role of these disciplines in society.
3. Work effectively in group settings and display an understanding of leadership in groups.
4. Identify common ethical situations in real-life communication settings and employ a decision-making process to resolve ethical questions.
5. Deliver effective oral presentations.
6. Produce real-world communication projects using appropriate technology.

Major: Foundation courses: CO 125, 212 or 213, 225, 391, 415, 495, 499, and AR/CS 271. Each student selects either the Media Production or Corporate Communication concentration as described below.

Students are required to demonstrate computer literacy throughout the communication curriculum which often requires the use of technology. Computer literacy requirements are met in AR/CS 271 and CO 225.

Media Production: Students interested in a career in broadcasting, video production, or in graduate study in mass communication, film studies, or broadcasting, are required, in addition to the foundation courses listed above, to complete the following:

Writing: CO 215 or 216, and 9 additional hours from CO 215 or 216, 312, 317, 319, CO 381 Special Topics in Writing (no more than 3 hours may count toward the 9 hours) and CO 385/485 Journalism Practicum (no more than 3 hours toward the 9 hours).

Theory and Practice: CO 181 or 182, 223, 327, 425, 427, and 9 additional hours of communication elective. AR 221, AR 273, AR 275 and AR 322 may be used as communication electives. No more than 3 hours of CO 380 and 3 hours of CO 385/485 TV Studio Practicum may count toward the 9 hours.

Corporate Communication: Students interested in a career in public relations/advertising, in a corporate or non-profit organization, or in graduate study in communication studies or business, are required, in addition to the foundation courses listed above, to complete the following:

Writing: CO 317 and 9 additional hours from CO 215, 216, 312, 319, CO 381 Special Topics in Writing (no more than 3 hours may count toward the 9 hours) and CO 385/485 Journalism Practicum (no more than 3 hours toward the 9 hours).

Theory and Practice: CO 223 or 327, 235, 331, 435, 452, and 9 additional hours of communication electives. AR 221, AR 273, AR 275 and AR 322 may be used as communication electives. No more than 3 hours of CO 380 and 3 hours of CO 385/485 TV Studio Practicum may count toward the 9 hours.

Speech Education: A program in Speech/Theatre Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in Speech is also available. See Education section.

Minor: CO 225, CO 125 and 3 additional hours of Communication writing courses; 6 hours from Communication courses other than writing, and one of the following courses: CO 391, CO 427, or CO 435. The choices in the minor allow the student to follow different areas of interest, but the specific courses of study must be approved by a Communication program advisor.

COMMUNICATION COURSES (CO).

CO 110. Fundamentals of Communication. (3)

Practical approach to developing effective communication skills. Interpersonal, small-group, and public communication skills addressed as well as principles of listening and critical thinking. I, II. CORE-I.

CO 125. Introduction to Journalism. (3)

Study of modern journalism with practice in effective writing style for the news media. Publication in campus newspaper is part of the course. Prerequisite: EN 111 or 112. I, II.

CO 181. Survey of Film I. (3)

History of American film as an art form and industry from the silent era through the studio age. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. I, odd years.

CO 182. Survey of Film II. (3)

History of American film as an art form and industry following the studio age to the present. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. I, even years.

CO 212. Conflict Resolution. (3)

This course focuses on various strategies for dealing with conflict in a positive manner. It is designed to help students develop the skills necessary to resolve conflicts and have successful

outcomes. The skills of listening, assertion, problem solving and conflict management are emphasized. Prerequisite: CO 110. I, S. CORE-II.

CO 213. Presentational Speaking. (3)

An applied course aimed at developing a level of excellence in speech communication skills in business and professional settings. Students will be given opportunities to develop and refine their speaking skills and to use technology to present their ideas. This course is both theory and performance based, and students will make several presentations. Prerequisite: CO 110, II.

CO 215. Broadcast Newsreporting and Writing. (3)

Techniques of news and sports writing for broadcast journalism including interviewing, writing scripts, and producing. Students shoot and edit their scripts and produce a show for the campus television station. Prerequisites: CO 125 and CO 327. II.

CO 216. Corporate Script Writing. (3)

Techniques of writing promotional and corporate scripts with an emphasis on creative concepts. In addition to writing techniques, students plan, research, shoot and edit corporate video productions working with real clients. Prerequisites: CO 125 and CO 327. I.

CO 223. TV Studio Production. (3)

An introduction to the theories and equipment of audio and video production in a studio environment with hands-on experience in studio lighting, studio camera operation, and directing. Opportunities to work on shows for ATV, the campus television station. I, II.

CO 225. Mass Media and Society. (3)

Examination of legal and ethical issues in mass media with emphasis on critical evaluation of the effects of media on society. Historical overview of communication media (newspaper, radio, television, film, magazine) including economic and technological developments. CORE-II. I, II.

CO 235. Principles of Advertising. (3)

Study of advertising from the agency perspective. Examination of the industry and its evolution nationally and internationally, including

legal and ethical issues, creative process, evaluation criteria and use of media. I.

CO/AR 271. Macintosh Software: QuarkExpress. (3)

Industry standard software for page layout and document design. Basic layout design concepts, such as eye flow and sequence, page composition, using type and images. Developing practical and commercially viable skills.

CO/AR 273. Macintosh Software: Photoshop. (3)

The study of Adobe Photoshop software, a bitmap-based application used for photo manipulation. Prerequisite: CO/AR 271.

CO/AR 275. Macintosh Software: Illustrator. (3)

The study of Adobe Illustrator software, a vector-based graphics application.

CO 312. Writing Plans, Proposals, and Presentations. (3)

Writing course designed for corporate communication majors to practice writing business plans, advertising proposals, and various types of presentations encountered in an advertising/public relations context. Prerequisite: CO 125 or EN 112. I.

CO 317. Promotional Writing. (3)

Strategies in promotional writing, including news releases and advertising copy. Prerequisite: CO 125 or EN 112. I.

CO 319. Feature Writing. (3)

Free-lance and staff feature writing for print media, with possible publication in *The Talon* and professional arenas. Prerequisite: CO 125. II.

CO 327. Basic Field Production. (3)

An introduction to the theories and equipment used in video and film production in a field environment with hands-on experience in lighting, portable camera operation, composition, and editing techniques. Emphasis is on individual projects to assure that each individual has competency in basic field production techniques. I, II.

CO 331. Public Relations Concepts. (3)

Nature and role of public relations, activities of professionals in the field, influences which affect

organizational behavior, ethics, and the development of public relations professionals. II.

CO/AR 379. Digital Media III – Design for the Web. (3)

The study of web software and the visual design of web pages. Software may include Dreamweaver, Fireworks and BBEdit. For graphic designers – not a programming course. Prerequisite: AR 273. I.

CO 380. Special Topics. (1-3)

Selected topics to be determined by the department. I, II.

CO 381. Special Topics in Writing. (1-3)

Selected topics in writing for communication industries, to be determined by the department.

CO/WS 383. Women and the Media. (3)

A critical/cultural approach will provide a framework for understanding how gender, class, and race issues influence the production, construction, and consumption of the media. I.

CO 385. Practicum in Journalism. (1)

Participatory experience in journalism through writing for the campus newspaper. Publication required. Prerequisite: CO 125. I, II.

CO 385. Practicum in Television. (1)

Participatory experience on campus TV station. Prerequisite: CO 223. I, II.

CO 391. Communication Theory. (3)

Nature of theory development and change, history of the discipline, important influences upon contemporary communication theory, and individual exploration of specific theories. **Meets the Communication Intensive course requirement in the major.** Prerequisites: CO 212, 213 or 214, and junior standing. I.

CO/TR 411. Media Production and Performance. (3)

Investigation of the influence of media on the actor's performance and study of production styles within an audio and video context. Examination of script, blocking for video and working with actors, directors and production crew. Participation in script adaptation, pre-production planning, actual production, and post-production editing and evaluation. Prerequisite: departmental permission.

CO 415. Team Leadership. (3)

Examination of ideas about leadership and theoretical perspectives in the study of leadership. The course bridges theory with practice by identifying and applying the competencies of leadership and educating students for leadership roles in the communication field. Prerequisite: CO 110. II.

CO 425. Intermediate Production. (3)

An integration of studio and field production skills with hands-on experience in both individual and team production projects. Opportunities to work with real clients in creating scripts and editing final projects. Prerequisites: CO 223 and CO 327. I.

CO 427. Advanced Production. (3)

Production of film and video projects with emphasis on learning advanced techniques in lighting, digital editing, and sound mixing. Prerequisite: CO 425. II.

CO 435. Community Relations Practicum. (3)

Students work on advertising, public relations, and special events with the Community Relations Department to gain real world experience. Prerequisites: CO 235 and CO 331. I, II.

CO 452. Corporate Communication Seminar. (3)

Capstone course synthesizing public relations, advertising, sales concepts and organizational communication. Participation in group project work with community businesses and substantial writing of proposals, contracts and relevant business correspondence. Prerequisites: CO 235, 331, and 317. II.

CO 485. Practicum in Journalism. (3)

Participatory experience in journalism through the campus newspaper. Publication required. Prerequisites: CO 125 and departmental approval. I, II.

CO 485. Practicum in Television. (3)

Participatory experience on the campus TV station. Prerequisites: CO 223 and departmental approval. I, II.

CO 490. Directed Studies. (3)

Under supervision of a member of the Communication faculty, the student proposes a topic, area, or project for investigation and study.

Written agreement between student and faculty determines hours of credit. May be repeated up to six credit hours. Prerequisites: senior standing and departmental approval. I, II, S.

CO 495. Internship. (3)

Work experience in an outside organization in the student's concentration under supervision of a media professional. See Communication Chair for specific requirements. Prerequisites: junior standing and departmental approval. I, II, S.

CO 499. Senior Seminar. (3)

Colloquium setting for graduating seniors with emphasis on discussion of contemporary issues in student's area of concentration. Portfolio of work area required by end of seminar. **Meets the Capstone course requirement in the major.** Prerequisite: Senior standing. II.

Computer Science (CS)

The candidate for the Bachelor of Science degree in Computer Science must:

1. complete all general degree requirements as stated earlier in this catalog.
2. complete with a grade of "C" or better all Computer Science and Mathematics courses taken.
3. complete EN 112 with a grade of "C" or better.
4. complete CS 110, CS 120, 121, 222, 345, 346, 365, 480, 495, 499 plus 6 hours of computer courses in the 300 or 400 series.
5. complete MA 130 and 241.
6. complete BU 305, 321, and 322.
7. complete 15 additional semester hours, each course with a grade of "C" or better, in an emphasis listed below:

(a) Programming Emphasis: In addition to the foundation courses, students must complete 15 hours of programming courses approved by the advisor.

(b) Certification Emphasis: In addition to the foundation courses, students must complete certification introductory courses and all requirements for a specific certification determined by the student with advisor approval.

Students are strongly encouraged to complete additional mathematics courses; a math minor is also recommended.

Computer competency will be demonstrated by successful completion of CS 120 and CS 499.

Computer Science Outcomes

Upon completing the course requirements in Computer Science, each student should be able to:

1. Acquire appropriate foundational programming skills;
2. Design and implement advanced computer programs to solve problems;
3. Read and communicate computer ideas orally and in writing;
4. Write papers requiring research into the computer discipline;
5. Succeed in professions related to the computer field.

Requirements for Computer Science Minor

CS 110, CS 120, CS 121, CS 355, and 12 hours of Computer Science courses, 6 hours must be upper-division. (This minor is not open to majors in information science and computer science.)

COMPUTER SCIENCE COURSES (CS)

CS/BU 110. Understanding Computers. (3)

Social and ethical issues relating to computer use, operation of a computer, using a computer operating system, software application such as word processing, spreadsheets and databases, e-mail and internet, utilization of computers to problem-solve and to access current information technologies, and other related topics. I, II, S.

CS 120. Introduction to CS I Using C++. (4)

An introduction to the fundamental principles of computer science, with emphasis on problem solving techniques, data and procedural abstraction, and use of algorithmic thinking to understand, decompose and translate problem descriptions into sound, machine-executable solutions. Includes formal lab work. Corequisite: CS 110. I.

CS 121. Introduction to CS II W/Visual C++. (4)

Continued study of principles of computer science, structured programming, object oriented programming, and algorithmic languages. Elementary data structures, recursion, software engineering concepts, design, implementation, and maintenance of large programs. Includes formal lab work. Prerequisite: CS 120 or equivalent. II.

CS 160. Visual BASIC Programming. (3)

Fundamental concepts of computer science: problem definition, design of solution, coding, and the use of the Visual Basic Integrated Development Environment. Prerequisite: MA 91 or equivalent; CS 110 or equivalent. I, even years.

CS 165. Introduction to Java Programming. (3)

This will be an introductory programming class using the Java Programming language. The class will cover concepts of Object Orientation and how they are applied to the development of web based applets and stand-alone applications. The emphasis will be towards hands-on program development, testing and debugging of code. The role of the support libraries will be examined along with various Integrated Development Environments (IDEs). Prerequisite: CS 120. I, odd years.

CS 170. Web Page Design. (3)

This course will cover designing a web page. You will learn how to create a web page using HTML as well as making the page both eye-catching and functional. Information will also be provided on implementation of the page on the World Wide Web. Corequisite: CS 110 or equivalent. I.

CS 180. Special Topics. (1-3)

A study of specialized topics in computer science. May not meet requirements for Information Science or Computer Science majors. I, II, S.

CS 222. Data Structures. (3)

The development and use of Abstract Data Types, such as lists, strings, tables, and trees, for storing and retrieving data. Other topics include searching and sorting algorithms and recursion. Prerequisite: CS 121. I.

CS 255. Visual Java Programming. (3)

This class will focus on the use of advanced Java techniques including the Swing class libraries and Java Foundation classes. Emphasis will be placed on the use of individual Swing components and their integration into complete applications. A significant part of the course will be devoted to enhancing programming techniques and test and debugging skills. Prerequisite: CS 165. II, even years.

CS 310. COBOL Programming. (4)

A comprehensive study of COBOL programming. Emphasis on the continued development of good programming style, techniques for debugging and testing, and documentation. Programming features include typical business data processing applications, file and table handling, sorting, merging, methods of handling and updating sequential, random, and indexed files. Prerequisite: CS 120 or equivalent. I, odd years.

CS 312. Advanced Visual Basic. (3)

This course will cover the advanced features of Visual Basic 6. Students will learn to fully utilize the Integrated Development Environment (IDE) while developing Windows API based programs. Emphasis will be placed on the use of Object Oriented principles and debugging techniques. The course will examine the use of visual Basic Scripting in support of Internet based applications. There will also be an introduction to Visual Basic for Applications (VBA) and how it may be used to enhance the functionality and control of the Microsoft Office applications. Prerequisite: CS 160. II, odd years.

CS 315. Operating Systems. (3)

Theory and practice of modern operating system design. Topics include processor scheduling and management, memory management techniques, file systems, virtual memory, I/O and secondary storage scheduling, deadlocks, and concurrency. Prerequisite: CS 222. II, even years.

CS 318. Advanced Web Page Design. (3)

A continuation of Web Page Design using HTML programming to develop web pages with the following features: frames, forms (CGI scripts, selection lists, input boxes), simple JavaScript (variables, data, expressions, operators, functions, loops, conditional statements). Developing and managing JavaScript objects

and events as well as applets will be explored. Prerequisite: CS 170 or consent of instructor. II.

CS 321. Networking. (3)

This course provides the student with an understanding of the basic definitions and concepts of networking. Students also learn to identify the key hardware components and protocol suites used in data networking, describe LAN/WAN interconnectivity services and equipment, and identify key emerging technologies and direction in the networking industry. Prerequisite: CS 120. II, odd years.

CS 340. Database Management. (3)

A study of database management including: concepts and characteristics, planning organization, data structures, data models, conceptual design, physical design, administration, and implementation. Students will design a database. Prerequisite: one computer language. I, odd years.

CS 345. Computer Organization & Architecture. (3)

This course deals with the hardware software interface. Topics consist of computer performance, machine language, computer organization and structure, computer arithmetic, addressing techniques, program segmentation and linkage, the fundamentals of digital logic, the assembly and linking process, sequential interfacing, and parallel processors. Prerequisites: CS 222, MA 130. II.

CS 346. Foundations of Computing. (3)

This course demonstrates the logical and mathematical foundations of computer science and provides a context for this theory by using the ideas in some important applications, such as: models of computation (finite automata, nondeterminism, recursive functions, regular expressions); grammars and parsing (language syntax, context-free grammars, BNF, parsing); solvable and unsolvable problems (Turing machines, the halting problem, unsolvability); P and NP complexity classes (the classes P and NP, NP-complete problems and intractable problems, approximate, nonoptimal solutions to NP problems). **Meets the Communication Intensive course requirements in the major.** Prerequisites: MA 130, CS 222. I.

CS 350. Systems Analysis and Design. (3)

In-depth discussion of the methodology of designing and implementing computer-based business systems. The systems development life cycle: breaking complex processes into phases and activities with specific products or objectives, including preliminary investigation, analysis, design, implementation, and evaluation. Case studies are used to emphasize points covered. Prerequisite: six hours of computer programming or consent of instructor. II, even years.

CS 365. Program Language Systems. (3)

Description and analysis of key issues in the design, syntax, semantics, and implementation of programming languages, with examples from several high-level languages, illustrating important paradigms (functional, object-oriented, imperative, declarative). Prerequisite: CS 222, MA 130. I.

CS 380. Advanced Special Topics. (1-3)

A study of advanced specialized topics in computer science. May not meet requirements for Information Science or Computer Science Majors. Prerequisites will vary.

CS 480. Practicum. (3)

Participatory computer experience working in one of several areas on campus. The working environment will be selected with the advisor's approval based on campus need and availability. Prerequisite: Junior standing. I.

CS 490. Directed Study. (1-3)

In-depth study of an approved topic not covered in other computer science courses. Prerequisite: consent of instructor.

CS 495. Internship. (3)

Participatory computer experience working at a facility off-campus. The job and company will be determined by the student with the advisor's approval based on availability. Prerequisite: Senior standing. II.

CS 499. Computer Science Capstone. (3)

Selected topics in advanced computer science. This course serves as a capstone experience for students with a major in Computer Science. **Meets the Capstone course requirement in the major.** Prerequisites: CS 365 and senior standing. II.

Dance (DA)

No major in Dance is offered. A Bachelor of Fine Arts (BFA) in Theatre is offered. See Theatre section for requirements.

Minor

An academic minor in Dance is available for students who have an interest in Dance and/or for students who want a concentration of study in dance to complement an affiliated performing arts program. The minor is designed to provide a broad foundation of creative and technical experience for the development of dance artists.

Grade requirements:

A GPA of 2.0 or better in courses used toward the minor.

Credit-hour requirements:

Two required areas for the dance minor are: "Creative Work" and "Technique."

Minors must complete all the course work under each section to complete the required 18 hours for a minor. Dance technique classes may be repeated for credit, but will not be applied towards the 18-hour credit.

Creative Work:

- TR 115 Movement (2)
- TR 271 Principles of Acting (3)
- TR 227 Stage Makeup (2)
- DA 260 Basic Dance Choreography (3)

Technique:

Minors will select 8 hours from four of the five different technique areas offered: Jazz, Tap, Modern Dance, Ballet, and Dance and Culture.

- DA 110 Basic Tap (2)
- DA 111 Jazz Technique I (2)
- DA 211 Jazz Technique II (2)
- DA 112 Modern Dance Technique I (2)
- DA 212 Modern Dance Technique II (2)
- DA 114 Ballet (2)
- DA 214 Dance and Culture (2)

DANCE COURSES (DA).**DA 110. Basic Tap. (2)**

Learn the basics of tap terminology and steps, and apply them to the art of performance.

DA 111. Jazz Technique 1. (2)

Introduction to rhythmic awareness, movement coordination, and jazz styles through performance of dance combinations.

DA 112. Modern Dance Technique I. (2)

Introduces the expressive potential of dance through modern dance technique. Emphasis on flexibility, strength, and alignment practiced through standing and floor exercises. Movement improvisation explores qualities of motion.

DA 114. Ballet. (2)

Emphasizes discipline, coordination, and developing practical performing skills in classical ballet technique. Includes barre and floor combinations.

DA 211. Jazz Technique II. (2)

Intermediate study of jazz dance with emphasis on technique, flexibility, balance, control, and retaining long combinations in a variety of jazz styles.

DA 212. Modern Dance Technique II. (2)

Continued study of modern dance at an intermediate level. Emphasis on release techniques, rhythmic precision, and spatial principles through extended combinations and movement improvisations.

DA 214. Dance and Culture. (2)

This course examines theatrical forms of dance in historical and cultural contexts. Through readings, lecture, videotaped performance, and studio experiences, this course focuses on the conceptual components of dance while exploring various dance styles: folk and ethnic dances of Europe, Near and Far East, Africa, and the Americas as they relate to concert dance.

DA 260. Basic Dance Choreography. (3)

Exploration of the choreographic processes. Focus on seed phrases to create solo material, introduction of musically derived choreographic forms, and work with compositional elements of space, time and energy.

Economics (EC)

A major in Economics is not offered.

Minor:

EC 201 Principles of Macroeconomics.

EC 202 Principles of Microeconomics.

EC 311 Intermediate Macroeconomics.

EC 312 Intermediate Microeconomics.

Six (6) additional hours of upper-division economics.

A minor in economics is not allowed for AC/BU/LG majors.

ECONOMICS COURSES (EC).

EC 195. Survey of Economics. (3)

A one semester course providing a general overview of the main concepts of both microeconomics and macroeconomics. For non-business majors only. CORE-II.

EC 201. Principles of Macroeconomics. (3)

An introduction to the fundamental economic concepts and principles, capitalism, legal forms of business enterprises, determination of national income, and monetary and fiscal policy. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. CORE-II.

EC 202. Principles of Microeconomics. (3)

An introduction to the theory of consumer and producer, or firm, behavior with an emphasis on the analysis of prices, markets, production, and resource allocation. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. I, II.

EC 211. Concepts of Economics. (3)

An introduction to fundamental macroeconomic and microeconomic concepts which provide the background for economic analysis. Admission by placement exam only. Prerequisite: Sophomore standing recommended. (This course satisfies neither EC 201 nor EC 202. Both EC 201 and EC 202 may be substituted for EC 211.)

EC 240. Statistical Analysis. (3)

Introduction to basic statistical techniques for students in business and economics. Prerequisites: MA 115 or MA 120 and BU 110. I, II, S.

EC 241. Quantitative Analysis. (3)

An introduction to quantitative analysis techniques needed to apply models to actual situations in business and economics. Prerequisites: EC 201, 202, 240.

EC 311. Intermediate Macroeconomics. (3)
Expansion of principles of macroeconomic concepts, theories, and models. Prerequisite: EC 201, 202.

EC 312. Intermediate Microeconomics. (3)
Expansion of principles of microeconomic concepts, theories, and models. Prerequisites: EC 201, 202, 241 (or concurrent enrollment in 241). I, odd years.

EC 361. Money and Banking. (3)
Investigation of the money, credit, and banking structure and money's influence on the national economy and foreign exchange. Prerequisites: EC 201, 202.

EC 380. Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

EC 382. International Economics. (3)
An introduction to the theory, structure and policies of international trade and international financial institutions. Prerequisites: EC 201, 202. Every 3rd semester.

EC 490. Directed Studies in Economics. (1-6)
Study of an approved topic not parallel with the content of another course.

EC 499. Economics Seminar. (1-3)
Study of contemporary economic issues. Prerequisite: Senior standing.

Education (ED)

PROGRAMS FOR TEACHER EDUCATION,
APPROVED BY THE STATE OF MISSOURI
ARE:

Elementary 1-6
Special Education: K-12
 Mild/Moderate Cross Categorical
Middle School 5-9
Art Education K-12
Biology Education 9-12
Business Education 9-12
Chemistry Education 9-12
English Education 9-12

General Science Education 9-12
Mathematics Education 9-12
Music Education: Unified (Vocal/Choral) K-12
Social Studies Education 9-12
Speech/Theatre Education 9-12
Unified Science Education 9-12
(Biology or Chemistry Endorsement must be specified)

Many education students also apply for Kansas certification.

Major Criteria

A. Criteria for Admission to the Department for the Education Major and the Secondary Education Minor.

1. Admission to the University.
2. Attainment of Missouri's basic education competency requirement which is attainment of a passing score on each subtest of the College Basic Academic Subjects Examination (C-BASE).

The C-BASE can be attempted a total of three times over a two-year calendar period. All sections of the C-BASE must be taken and passed or the C-BASE scores expire. In addition, the student must submit scores on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) if applicable. (See Teacher Education Handbook.)

3. Completion of at least sixty (60) semester hours of college work.
4. Completion of at least twelve (12) semester hours of professional education courses at Avila University for elementary and special education students; six (6) hours for middle school and secondary education minors.
5. Attainment of a cumulative grade point average of at least 2.5 (on a 4.0 scale), for all college work.
6. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale), for all education courses with no grade below a "C" (2.0). Education courses may be repeated once to improve the earned grade.
7. A grade of "C" (2.0) or better in the following courses or their equivalents: Composi-

tion I, Composition II, Communication, and Finite Math or College Algebra.

8. Favorable recommendation by the education faculty of performance in activities for ED 185 Education Practicum including mentor and instructor evaluation.
9. Favorable written recommendation from an Avila faculty member in a department other than education.
10. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of practicum supervisor, Avila faculty member in department outside of education, and education faculty member(s) and background check.

B. Criteria for Completion of the Bachelor of Science degree in Education, Special Education, Middle School and the Secondary Education Minor.

Students completing a minor in Education must meet the computer competency for the major area.

1. Completion of all the general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum GPA of 3.0 for all courses in major required for state certification and also a minimum grade of "C" (2.0) in all courses required for the major. A course may be repeated once to improve the grade earned.
4. The Praxis Specialty Exam must be passed to be admitted to student teaching and to be eligible to obtain Missouri certification. If Kansas certification is desired, the Professional Knowledge section of the PRAXIS must be passed in addition to the Specialty Exam. Information on student pass rates for the PRAXIS exam are available at the Avila Website at www.avila.edu.

5. To fulfill the university core as well as to meet state certification requirements for Elementary, Middle and Special Education majors, the following courses should be completed:

a. Humanities

English Composition-6 hours
Communication-3 hours
Art, Music or Theatre elective-3 hours
Literature-3 hours
Philosophy and Religious Studies-9 hours (in two areas)
Total-24 hours in six areas

b. Social and Behavioral Sciences

American History course-3 hours
American Government course-3 hours
Economics elective-3 hours
Sociology-3 hours
World Geography-3 hours
Total-15 hours in five areas

c. Natural Sciences and Mathematics

College Algebra or Finite Mathematics-3 hours
Biological Science with lab-4 hours
Earth & Space Science-4 hours (Elementary and Special Ed. Only)
Physical Science with lab-4 hours
Total-15 hours in four areas
Middle School majors are also required to take an additional 3 hour math course.

d. Concentration

A 21-hour concentration of courses in a related content teaching field is required for Elementary and Special Education majors. A concentration in Humanities is automatically achieved by fulfilling the core requirements.

e. Elementary Education and Special Education majors need the following courses in addition to the core:

MA 305 - Geometry for Elementary Teachers-3 hours
MA 306 - Methods of Math for Elementary Teachers-3 hours
Three hours in American history.

- f. In addition, all degree seeking students must have two Level III courses (one of

which may fulfill a philosophy or religious studies requirement).

To fulfill the university core as well as meet state certification requirements for the **Secondary Education minor**, the following courses should be completed:

Composition - 6 hours
 Communication - 3 hours
 Art or Music course - 3 hours
 Literature - 3 hours
 Philosophy and Religious Studies - 9 hours
 (in two areas)
 American history course - 3 hours
 American government course - 3 hours
 Sociology course - 3 hours
 College level math course - 3 hours
 Biological Science
 Physical Science
 (One of the science courses must have a laboratory component.)

In addition, all degree seeking students must have two Level III courses (one of which may fulfill a philosophy or religious studies requirement).

6. Completion of the following education courses for the specific majors or minor is required in addition to the general degree requirements:

a. Elementary:

ED 185, 205, 212, 229, 230, 245, 287, 315, 320, 337, 340, 341, 343, 365, 370, 381, 386, 419, 494, 495. (No Minor is offered).

b. Special Education: Mild/Moderate Cross Categorical:

ED 185, 205, 212, 229, 230, 245, 287, 315, 320, 337, 340, 341, 343, 353, 358, 361, 363, 365, 367, 370, 381, 386, 419, 494, 495. (No Minor is offered).

c. Middle School Education:

Students preparing to teach at a middle school level (grades 5-9) complete both education courses and courses in the content areas. Avila University offers six different content **concentration** areas:

Business Education
 Language Arts

Mathematics
 Science
 Social Studies
 Speech/Drama

The middle school major must complete a minimum of one twenty-one hour concentration.

Because of the integrative nature of middle school teaching, students are encouraged to choose two concentrations from the areas above.

For the middle school major, the following education courses are required: ED 185, 229, 245, 287, 315, 316, 320, 341, 375, 381, 419, 454, 494, 495 and PY 220, 235.

The courses required for each option in the content area are listed below:

Middle School Concentration Areas:

The courses required for each concentration area are listed below.

Business

AC 201, CS 110 or AR/CO 271, EC 195 or EC 201, BU 305, BU 340, BU 310, BU 321 and ED 455, plus evidence of typing proficiency.

Language Arts

ED 230, ED 343, ED/EN 377, EN 112, EN 271, EN 351, one of: EN 213, EN 231, EN 233 or EN 235, two of: EN 435, EN 436 or EN/WS 275.

Mathematics

MA 115, MA 120, MA 121, MA 155, MA 251, MA 305, MA 306, and an upper division Mathematics elective or computer technology course.

Science

NS 221 or NS 211, NS 250, NS 311, ED 340, one of: B1 110 or B1 111, one of: CH 115 or CH 131, one of: PH 117 or PH 231.

Social Studies

HI 111, HI 112, HI 121, HI 122, two 300 level electives in U.S. History, GG 101, and ED 455.

Speech/Drama

CO 110, CO 212, CO 225, CO 384, TR 223 or TR 324, TR 251, TR 271, TR 272, and ED 455.

d. Secondary Education:

No Major is offered.

Students preparing to teach on the secondary level major in the content area and minor in secondary education. This minor includes requirements for state teaching certificate.

Certificates to teach at the secondary level are offered in ART, BIOLOGY, BUSINESS, CHEMISTRY, ENGLISH, GENERAL SCIENCE, MATHEMATICS, SOCIAL STUDIES, SPEECH/THEATRE, UNIFIED SCIENCE, (BIOLOGY OR CHEMISTRY) and UNIFIED MUSIC-VOCAL/CHORAL.

For the Education Minor, the following courses are required: ED 185; ED 229, ED 235, 245, 287, 315, 366, 375, 381, 419, 455, 494 and 495.

Formal, approved admission to any Teacher Education Program is earned by successful completion of criteria outlined in the Teacher Education Handbook.

The student seeking teacher certification compiles a preprofessional portfolio as he or she progresses through the course of study. Part one of the portfolio is reviewed by the education advisor prior to acceptance for student teaching. Part two of the portfolio is reviewed as a final product by education faculty, and by an outside reviewer, following completion of student teaching.

The preprofessional portfolio is completed to demonstrate that students know and are able to perform successfully in ten different quality indicator areas. The portfolio is introduced in the first education classes and in ED 185 Practicum. It is the student's responsibility to organize and complete the portfolio as a part of his/her educational program at Avila University.

C. Criteria for Completion of the Bachelor of Science degree in Education, Educational Studies.

Students completing a major in educational Studies must meet:

- I. Completion of all the general degree requirements as stated earlier in this catalog.

2. Completion of at least 128 semester hours of academic work with minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum GPA of 3.0 for all courses in the major and an minimum grade of "C" (2.0) in all courses required for the major. A course may only be repeated once to improve the grade earned.
4. Completion of all requirements for elementary or middle level certification except Student Teaching ED 495 and ED 494.
5. Complete the capstone course Issues in Modern Education (ED 498).

EDUCATION COURSES (ED).

Note: Most education courses can be taken at the 500 level (graduate credit) by certification students only. See Graduate Section.

ED 101. Strategies for Academic Success. (3)

Provides the basis necessary to help students achieve their academic potential in college-level courses in all fields. Major topics include organizational and analytical skills, reading comprehension, communication skills, vocabulary enrichment, research practices, effective study techniques, goal setting, assertiveness training, and time and stress management. I, II.

ED 185. Practicum. (3)

Pre-service experience with TEXT Mentors in the classroom. Serves as an early screening process for elementary, special education, middle and secondary prospective teachers. Course requires spending one day a week in the classroom, attending weekly on-campus meetings, course readings and reflective writing. This course is an important part of entry to the Education Department. It may be repeated one time. Developmental recommendations may be made as a result of this course. *Practicum can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

ED 205. Creative Activities. (2)

Activities presented and practiced to enrich and enhance teaching of academic subjects through

the use of music, art and drama activities. It also serves to give the beginning teacher skills in building confidence and the ability to help children express themselves in a variety of creative ways. For Education Students only. II, S, even years

ED 212. Physical Education in the Classroom. (2)

Integration of physical activity into the classroom setting. The role of physical education and the physical education teacher will be studied as well as how together they can improve children's physical fitness and lifelong wellness. I, S, odd years.

ED/PY 229. Developmental and Educational Psychology. (3)

An in-depth exploration of learning and motivation theory, cognitive, moral, psychological, and physical development. Additional topics include a self-study, an examination of social-emotional difficulties of children, and the influence of classroom environment on learning. I, II.

ED 230. Children's Literature. (3)

Extensive reading of children's books; criteria for selection and evaluation of these books; relation of literature to the reading program and to children's needs, abilities, and interests and the integration of literature across the curriculum. I.

ED/PY 235. Psychology of the Exceptional Child. (3)

Designed to provide an introduction to various areas of exceptionality (gifted, mentally handicapped, learning disabled, emotionally disturbed, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. I, II.

ED 245. Tests and Measurements. (3)

A study of the role of evaluation in the instructional process, preparation of outcomes objectives, and basic statistical concepts and common terminology related to educational measurement. Practice in developing and administering classroom tests and the study of performance-based assessment are provided as well

as information regarding commonly used formal tests in school districts. I, II.

ED 287. Educational Foundations. (3)

Examination of American education including philosophical, historical and social foundations, teaching as a profession, recent innovations, diversity and critical issues. All levels of schooling are explored including elementary, middle school and secondary education. Prerequisites: Completion of one English composition course with a grade of "C" or better and sophomore status. I, II.

ED 315. General Methods. (3)

Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required. Prerequisites: Successful completion of all sections of the C-BASE, positive department recommendation upon completion of ED 185. *General Methods can only be taken at Avila University. Credit for taking this course at another institution will not be accepted.* I, II.

ED 320. Microcomputers in Education. (3)

Includes word processing and database activities, other forms of recordkeeping, an introduction to Hypercard, and other uses of computers in schools. I, II, S.

ED 337. General Methods II. (3)

Different instructional models based on concept formation, inquiry and diversity. Theories and principles of pedagogy are discussed in general and applied specifically to the teaching of social studies in the elementary and middle school classroom. Application of classroom management theory is also examined. In addition, students are required to teach five economics lessons at a school site through Junior Achievement. Observations required. Prerequisite: ED 315. I.

ED 340. Elementary/Middle School Science Methods. (2)

Methods for planning units of study in science. Experiments, cooperative group work and alternative ways of presenting material in the area of science. Co- or Pre-requisite: ED 315. II.

ED 341. Foundations of Literacy. (3)

This course will examine a balanced literacy program and how to facilitate it. Theories and objectives for teaching literacy in the elementary and middle school will be studied. Strategies for teaching word recognition, vocabulary, comprehension, and critical thinking will be explored. Meets the Communication Intensive course requirement for the major. Prerequisite or corequisite: ED 315. Observations required. Clinical experience required. I, II.

ED 343. Language Arts Methods. (2)

This course will examine oral and written language development and how this is facilitated and integrated into a balanced literacy program. Theories and objectives for teaching language arts in the elementary and middle school classroom will be studied. Strategies for teaching written language will be explored. Prerequisites or corequisites: ED 315 and ED 341. Observations required. Clinical experience required. I.

**ED 353. Analysis and Characteristics:
Cross Categorical. (4)**

Exploration of the theories and characteristics of behavior disorders, learning disabilities, mental handicaps, and physical orthopedic and health disorders. Theories and practices of cross-categorical placements will be studied. Legal implication, identification procedures, and diagnosis procedures will be discussed. Observations required. Prerequisites: ED 235, 315, 341. I, even years.

**ED 358. Methods and Curriculum: Cross
Categorical. (4)**

Selection of appropriate teaching methods and materials applicable for teaching children in cross-categorical settings will be the focus of study. Prerequisite: ED 353. II, odd years.

**ED 361. Speech and Language Problems of
Exceptional Children. (3)**

Exploration of speech and language problems associated with exceptional children; normal speech and language development, indications for referral, and educational techniques. Prerequisite: ED 235. II, even years.

ED 363. Educational Assessment. (3)

An analysis and study of selected topics pertinent to the assessment of educational function-

ing. Emphasis will be on diagnostic assessment, both formal and informal, to aid in the diagnosis and treatment of learning problems occurring in special education settings, or with children needing individualized programming in regular classrooms. Students will administer and interpret several of the currently used assessment instruments. Fee required. II, odd years.

**ED 365. Parent Conferencing for
Elementary and Special Education
Teachers. (1-2)**

Methods in the conferencing situation; emphasis on developing a partnership with the parents of children. Elementary education requirement: one credit hour. Special education requirement: 2 credit hours. II.

**ED 366. Parent Conferencing for Secondary
Teachers. (1)**

Methods for communicating with parents of the high school student. Involvement of the family in the school community is stressed. I.

ED 367. Transition/Career Education. (2)

Methods for helping the exceptional child successfully make the transition from school to competitive employment with emphasis on appropriate transition goals and objectives. Legal and ethical considerations are explored. Prerequisite: ED 235. I, odd years.

**ED 370. Assessment and Remediation of
Reading Problems. (3)**

Selection of methods and materials designed to aid children with various problems in reading; emphasis upon typical problems; diagnostic teaching and remediation procedures. Taken concurrently with ED 386. Prerequisite: ED 341. I, II.

ED 375. Reading in the Content Areas. (3)

Selection and adaptation of materials and strategies to aid students with reading in the content areas; methods of teaching more effective comprehension and study skills in these subjects; techniques for dealing with the challenged reader. Prerequisite: ED 315. I.

ED/EN 377. Adolescent Literature. (1-2)

Study of adolescent literature, how to analyze and teach it, ways to incorporate literature in middle school and secondary classrooms. Primarily for middle school and secondary edu-

cation students, but open to all students. Prerequisite: one lower level literature course. I.

ED 380. Special Topics. (1-3)

Specific topics relevant to the field of education will be analyzed. Each offering concerns a single contemporary issue. I, II, S.

ED 381. Health and Safety Issues in a School Setting. (1)

Presents an overview of health and safety issues specifically related to school settings. Students will experience learning activities and skill practices to increase knowledge and skills in dealing with emergency and first aid situations. Students will earn CPR and first aid certification as well as bloodborne pathogen training. Health issues, such as eating disorders, nutrition, substance abuse, and depression will be covered, and the teacher's role in dealing with these situations will be discussed. **Note:** Should be taken the semester before student teaching. CPR/First aid certification must be current during student teaching. I, II, S.

ED 386. Reading Practicum. (2)

Supervised reading practicum with elementary student(s). Students spend 3 hours per week in an elementary classroom assisting with reading instruction. Prerequisite: ED 341; taken concurrently with 370. I, II.

ED 390. Directed Study. (1-3)

Opportunity for the student to study a topic of interest in depth. Consent of instructor required. I, II, S.

ED 419. Behavior Management. (3)

Theories, techniques and current research concerning behavior management in classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each student will have produced his or her own discipline plan. I, II.

ED 454. Middle School Teacher Skills/Knowledge/Attitudes. (3)

The knowledge, skills, and attitudes necessary to understand the basic organizational structure of the middle school and the necessary competencies to teach in an organization that stresses teamwork and collaboration. The course will provide simulated interdisciplinary team experiences, the opportunities to examine flexible grouping arrangements, block scheduling,

effective school components and incorporating advising into the total school program. Prerequisite: ED 315. II, odd years.

ED 455. Special Methods of Teaching Content Subjects. (2)

Methods and procedures special to the content areas of middle and secondary teaching. Pre- or co-requisite ED 315. I, II.

Art certification candidates (K-12) take the elementary and secondary Special Methods classes. Vocal music certification candidates (K-12) take the elementary and secondary Special Methods classes.

ED 494. Student Teaching Seminar. (1)

Must be taken concurrently with ED 495 Student Teaching. The seminar is comprised of several campus meetings for the purposes of professional development, sharing of experiences, and compilation of the completed preservice portfolio. Corequisite: ED 495. I, II.

ED 495. Student Teaching. (7-9)

Pre-professional experience in a classroom setting; supervision and guidance shared between the cooperating teacher and the university supervisory staff. By application four months in advance of registration date. **Meets the Capstone course requirement in the major.** Prerequisites: admittance to Education department, major and minor requirements completed. The Missouri Praxis must be passed before a student can enroll to student teach. Attendance at required pre-student teaching meeting. Fee required. Prerequisite: Passing score on the PRAXIS Specialty Exam. Corequisite: ED 494. I, II.

ED 498 Issues in Modern Education. (3)

Exploration of issues, trends and opportunities in education. Theory and practice of working in areas such as child care, agency, not for profit and business settings will be presented. **This is the capstone course for the Bachelor of Science in Educational Studies major.** Prerequisite: Admission to Teacher Education. I, II.

English (EN)

Graduates of the Avila English major will:

1. Demonstrate a critical understanding and an aesthetic appreciation of the American and British literary traditions.
2. Develop an understanding and appreciation of writers from diverse cultures, especially women and people of color.
3. Acquire an understanding of the structure and development of the English language.
4. Demonstrate a knowledge of the numerous and diverse critical perspectives available to interpret texts and develop a theoretical approach that combines a minimum of two critical methods.
5. Write insightful and original critical analyses of literary works from at least two major genres and at least three different historical periods.
6. Conduct formal presentations in a clear, interesting, and coherent manner.

Major: The candidate for the Bachelor of Arts degree in English must complete all the general degree requirements as stated earlier in this catalog and demonstrate competence through one year (6 credit hours) of college-level foreign language.

In addition, the candidate must complete the following Major requirement of 36 hours after EN 112 Composition II (or its equivalent) has been completed successfully:

- EN 351 Modern Grammar & Linguistics (3)
- EN 371 Shakespeare (3)
- EN 449 Introduction to Literary Criticism (3)
- EN 499 Senior Seminar (3)

Literature Emphasis

SIX HOURS OF AMERICAN LITERATURE

- EN 435 Nineteenth-Century American Literature (3)
- EN 436 Twentieth-Century American Literature (3)
- EN 380 or 480 Special Topics - American Topics Only (3)

SIX HOURS OF BRITISH LITERATURE

- EN 440 Nineteenth-Century British Literature (3)

- EN 441 Twentieth-Century British Literature (3)

- EN 380 or 480 Special Topics - British Topics Only (3)

SIX HOURS OF CULTURAL STUDIES

- EN 261 The Short Story (3)
- EN 263 The Novel (3)
- EN 271 African-American Literature (3)
- EN/WS 275 Women & Literature (3)
- EN 425 Studies in Ethnic Literature (3)

THREE HOURS OF ADVANCED WRITING

- EN 213 Advanced Composition (3)
- EN 231 Poetry Writing (3)
- EN 233 Fiction Writing (3)
- EN 235 Playwriting (3)
- EN 443 Advanced Creative Writing Workshop

- CO 215 Broadcast News Writing

- CO 216 Corporate Script Writing

- CO 319 Feature Writing

THREE HOURS OF ELECTIVES

Any English courses at the 200 level or above.

Writing Emphasis

THREE HOURS OF AMERICAN LITERATURE

THREE HOURS OF BRITISH LITERATURE

THREE HOURS OF CULTURAL STUDIES

FIFTEEN HOURS OF WRITING COURSES

FROM

- EN 213 Advanced Composition (3)
- EN 231 Poetry Writing (3)
- EN 233 Fiction Writing (3)
- EN 235 Playwriting (3)
- EN 443 Advanced Creative Writing Workshop (3)
- CO 319 Feature Writing (3)

Majors must earn a grade of "C" or above in all major courses.

Computer competency will be demonstrated by successful completion of CS 110 or its equivalent.

Student Teaching and Senior Seminar may not be taken at the same time.

Minor: 18 hours after completion of EN 112-Composition II (or its equivalent):

- EN 371 Shakespeare (3)
- THREE hours of American Literature
- THREE hours of British Literature
- THREE hours of Cultural Studies

SIX hours of additional English courses,
200 or above.

At least nine (9) of the minor hours must be at the 310 level or above.

English Education: A program in English Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. One additional writing course is required and EN 361 History of the English Language is also required. A Middle School major with a concentration in Language Arts is also available. See Education section for Education requirements.

ENGLISH COURSES (EN).

EN 95. Introduction to Writing. (3)

Intensive review of grammar, correct usage, sentence structure, paragraph structure, punctuation and spelling, along with vocabulary development and essay structure. Written assignments discussed individually. Does not satisfy core requirement or count toward degree program. I, II.

EN 111. Composition I: Windows. (3)

Extensive practice in expository writing with emphasis on organization and methods of paragraph and essay development. Introduction to research writing. Practice in correct grammar and usage, punctuation, and spelling stressed as necessary for clear, effective written communication. Prerequisite: EN 95 with a grade of "C" or better or placement. I, II. CORE-I.

EN 112. Composition II. (3)

Continued practice in expository writing with emphasis on longer, well-developed essays. Stresses analytical thinking and development of a mature writing style. Grammar, usage, punctuation, and spelling reviewed as needed. Research paper. Prerequisite: EN 111. I, II. CORE-I.

EN 213. Advanced Composition. (3)

Advanced practice in techniques of writing. Recommended course for English majors who minor in Secondary Education. Prerequisite: EN 112.

EN 231. Poetry Writing. (3)

Techniques and practice in writing poetry. Topics include language, figures of speech, versification and interpretation. In-class analysis of all student work. Prerequisite: EN 111.

EN 233. Fiction Writing. (3)

Techniques of writing fiction. Topics include language, point of view, characterization, plotting, dialogue, and description. In-class analysis of student work. Prerequisite: EN 111.

EN/TR 235. Playwriting. (3)

Basic techniques of writing for the stage. Prerequisite: EN 111.

EN 261. The Short Story. (3)

Selected masters of the short story from Poe and Hawthorne to contemporary men and women writers, including various ethnic backgrounds – African American, Native American, Asian American – as well as writers from Europe, Latin America and Australia. The Short Story as a genre and the place of these writers in their culture and civilization will be emphasized. Prerequisite: EN 111. I, II. CORE-II.

EN 263. The Novel. (3)

Significant novels primarily from the 20th century, although earlier works may be included. Novels will represent a diversity of styles and cultures from around the world as well as American minorities, including such cultures as Latin American, Native American, Asian American, and African American. Focus on the novel's structure and patterns of meaning to develop understanding of diversity and awareness of others. Includes such authors as Toni Morrison, Gloria Naylor, Isabel Allende, Amy Tan, and Louise Erdrich. Prerequisite: EN 111. II. CORE-II.

EN 271. African-American Literature. (3)

A survey of poetry, fiction, and non-fiction by nineteenth and twentieth-century African-Americans and other important world writers. Among the topics considered is the struggle of Black writers to articulate self and voice and pursue an aesthetic in an America that has often been hostile, preferring racial stereotypes over real characterization. Authors include Toni Morrison, Ann Petry, Frederick Douglass, W. E. B. DuBois, Zora Neale Hurston, Langston Hughes, Ralph Ellison, Ntozake Shange and

Chinua Achebe. Prerequisite: EN 111. II. CORE-II.

EN/WS 275. Women and Literature. (3)

An introduction to a wide range of women's experiences as represented in world literature. In discussing women as authors, literary characters, and social and political subjects, students examine reading practices and analyze how gender differences interact with differences of race, class, sexual orientation and nation. Prerequisite: EN 111. I, II. CORE-II.

EN 351. Modern Grammar and Linguistics. (3)

With traditional grammar as a foundation, linguistic approaches to the study of language and usage. Includes semantics, syntax, phonology, morphology, and language variation (dialects). Prerequisite: EN 112. II.

EN 361. History of the English Language. (3)

Historical development of the English language from its beginnings to the present. Basic grammatical principles to deepen understanding of contemporary grammar. Prerequisite: EN 112.

EN 371. Shakespeare. (3)

Major plays of Shakespeare, including the comedies, histories, and great tragedies. Prerequisite: one lower-level literature course. II.

EN/ED 377. Adolescent Literature. (1-2)

Study of adolescent literature, how to analyze and teach it, ways to incorporate literature in Middle School and secondary classrooms. Primarily for middle school and secondary education students, but open to all students. Prerequisite: one lower-level literature course. II.

EN 380. Special Topics. (1-3)

Selected topics to be determined by the department. Prerequisite: one lower-level literature course.

EN 425. Studies in Ethnic Literature. (3)

Variable content focusing on a particular ethnic literature, such as Native American, Latin American, Asian, Jewish, or any other ethnic group in the world. Prerequisite: one lower-level literature course.

EN 435. Nineteenth-Century American Literature. (3)

Surveys some of the principal literary movements of the nineteenth century in America and focuses attention on one or more of those movements: Romanticism, Realism, Naturalism. The course focuses on a variety of works, many of which are classics, but some show the diversity of writers in this century when American literature came into its own. Includes such writers as Poe, Hawthorne, Thoreau, Emerson, Whitman, Dickinson, Melville, Twain, James, Chopin, among others. Prerequisite: one lower-level literature course.

EN 436. Twentieth-Century American Literature. (3)

This course focuses on a variety of writers of the twentieth century. While some have become classics, others demonstrate the diversity of a century characterized by voices struggling to be heard. It will include poetic as well as prose voices illustrating varying points of view. The course includes Faulkner, Hemingway, Cather, Silko, Morrison, Ransom, Frost, and Williams. Prerequisite: one lower-level literature course.

EN 440. Nineteenth-Century British Literature. (3)

Major works from the Romantic and Victorian Periods. Includes Austen, Blake, Wordsworth, Coleridge, Byron, Percy Bysshe Shelley, Mary Shelley, Keats, Charlotte Bronte, Dickens, George Eliot and Hardy. Prerequisite: one lower-level literature course.

EN 441. Twentieth-Century British Literature. (3)

Poetry, drama and novels representing the Modern and Postmodern Periods. Includes James Joyce, Virginia Woolf, Harold Pinter, Caryl Churchill, Martin Amis, Jeanette Winterson, Peter Carey and Nadine Gordimer, among others. Prerequisite: one lower-level literature course.

EN 443. Advanced Creative Writing Workshop. (3)

A workshop for students who want a more in-depth writing experience in poetry, playwriting, or fiction writing. Depending on the genre that a student is focusing on, a student will be able to work toward completing either a manuscript of poetry, a full-length play, or a novella. The

workshop critiques will be intense and technical. Prerequisite: one 200 level writing course in area of concentration.

EN 449. Introduction to Literary Criticism. (3)

Survey of the history of literary criticism, beginning with classical Greek thought and ending with post-structuralism. Focus on a specific literary work in relation to a wide range of analytical methods such as formalism, reader response, feminism, Marxism, New Historicism, and poststructuralism. **Meets the Communication Intensive course requirement in the major.** Prerequisite: One lower-level literature course.

EN 480. Special Topics. (1-3)

Selected topics to be determined by the department. Prerequisite: two literature courses.

EN 490. Directed Studies. (1-3)

Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: permission of department.

EN 499. Senior Seminar. (3)

Capstone course for English majors and minors involving a critical research project to be completed and presented before peers and faculty. Reading and discussion of major literary works and/or figures of world literature. **Meets the Capstone course requirement in the major.** Prerequisite: permission of instructor. I.

ESL Studies (EL)

No Major or Minor is offered.

There is more than one level for each language skill in English as a Second Language (ESL). Class placement is determined by tests administered in the Student Resource Center prior to each semester.

ESL COURSES (EL).

EL 41, 42. ESL – Grammar & Writing. (3)

Focus on grammar essential in speaking and writing such as sentence structure, clauses, phrases, verb tenses, and articles. Proper techniques needed to write paragraphs and essays emphasizing organization and methods of

development. Emphasis on writing needed in a university/college level setting. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II. S.

EL 51, 52. ESL – Speaking, Listening & Reading. (3)

Practice and development of fluency and pronunciation skills through pair and group work as well as listening exercises. Reading development through vocabulary, speed reading, summarizing, skimming, finding the main idea, and reading comprehension. Emphasis on English needed to function in a university/college classroom. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II. S.

EL 61, 62, 63. ESL – Speaking and Listening. (3)

Practice and development of fluency, vocabulary, and pronunciation skills through pair and group work as well as listening exercises. Common idioms and slang used in United States society. Emphasis on English needed to function in a university/college classroom. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 71, 72, 73. ESL – Reading and Vocabulary. (3)

Development of vocabulary, speed reading, summarizing, skimming, finding the main idea, and reading comprehension. Emphasis on material about United States culture as well as academic readings. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 81, 82. ESL – Grammar (Structure). (3)

Focus on grammar essential in speaking and writing such as sentence structure, clauses, phrases, tense, and articles. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 91, 92, 93. ESL – Writing (Composition). (3)

Proper techniques needed to write paragraphs and essays emphasizing organization and methods of development. Compositions of description, definition, narration, comparison/contrast, classification, analysis, and persuasion. Punctuation and grammar stressed as necessary. Major written assignments discussed individu-

ally. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

First-Year Seminar (FS)

No Major or Minor is offered.

FIRST-YEAR SEMINAR COURSES.

FS 101. First-Year Seminar. (1)

Community building is the focus for first year students in this course. Students work collaboratively with a community partner to learn about and respond to a community need. Students in the course also examine topics to help them be successful in college, such as cultural diversity, interpersonal relationships, time management, health and wellness, and others of the students' choosing. Topics are explored through course discussions, inventories, workshops, journal writing, and other activities. Students are required to complete at least 15 hours outside class with the community partner.

General Studies (LA)

The major in General Studies is multidisciplinary, offering the student a choice of two concentration areas: Humanities or Social/Behavioral Sciences. The major is designed for those students who have an interest in several disciplines.

Bachelor Degree

The candidate for the Bachelor of Arts degree in General Studies must complete all the general degree requirements as stated earlier in this catalog.

In addition to the general education core requirements, the following Major requirements must be completed.

Major:

LA 499 and completion of a concentration in Humanities or a concentration in Social/Behavioral Science.

Humanities Concentration:

Philosophy/Religious Studies: 12 hrs. PL 111, RS 117, 6 hrs upper division from PL or RS.

Art/Music/Theatre: 12 hrs. One course each from AR Level II, MU Level II, TR Level II, 3 hrs upper division in Art, Music or Theatre.

Foreign Language: 12 hrs (4 semesters). May be in two foreign languages.

History: 9 hrs. HI 111 and 112 or HI 121 and 122, 3 hrs upper division.

Communication: 9 hrs. CO 110, CO 225, 3 hrs upper division.

Writing: 6 hrs. EN 112, 213, 231, 233 or 235.

Literature: 9 hrs. 3 hrs of American Literature, 3 hrs of non-U.S. Literature, 3 hrs upper division.

Capstone: 3 hrs. LA 499, Seminar in General Studies.

Computer Competency: CS 110.

Social/Behavioral Sciences Concentration:

Core Requirements: LA 101; AN 121; AN/SO 122*; EC 195* or EC 201*; PS 120*; PY 101*; SO 101*; Statistics: one of the following (EC 240, MA 155, SO/PS 230) (3 credits).

*These courses will also satisfy general college core requirements in Level II, F and G.

Computer competency will be demonstrated by successful completion of CS 110, and SO 231.

Social/Behavioral Science Emphasis Areas:

Required: Select two from the six social/behavioral science areas listed below:

Anthropology: 18 hours including AN 121 (3), 122 (3), 221 (3-6), 451 (3), AN electives (3-6).

Economics: 18 hours. See advisor for specific requirements.

History: 18 hours including 9 hours in United States history (HI 321 or HI 322; HI 323 or HI 324; HI 325, HI 326, or HI/WS 311) and 9

hours in world history (HI 361 or HI 362; HI 363 or HI 364; HI 365 or HI 366).

Political Science: 18 hours including PS 120 (3), 231 or 332 (3), 340 or 341 (3), PS 315 or PS 335 (3), PS electives (6).

Psychology: 18 hours including PY 101 (3), 201 (3), 205 (3), 310 (3), 316 (3), PY elective (3).

Sociology: 18 hours including SO 101 (3), 316 (3) Institutions Area (3), Deviance Area (3), Diversity area (3), SO elective (3).

Note: If the sociology and the psychology emphasis areas are chosen, the course Social Psychology will only count for one area. Another elective will have to be chosen to fulfill the 18 hours required for each area of emphasis.

Three hours of the electives selected from the social/behavioral sciences emphasis areas listed above must be upper division and designated Communication Intensive.

All required major courses for the Social/Behavioral Sciences must be completed with a grade of "C" or better.

Major outcomes for the Social/Behavioral Sciences Concentration:

In addition to the above listed course requirements. General Studies majors with the social/behavioral science concentration will be expected to meet the following program outcomes.

- (1) To develop an understanding of the scope, range and diversity of the social and behavioral sciences, and
- (2) To apply the concepts, ideas and methods of these perspectives to various types of social phenomena, including everyday life.

GENERAL STUDIES COURSES (LA)

LA 101. Introduction to Social/Behavioral Science Thought. (3)

This course examines the scope/range/diversity of the Social and Behavioral Sciences; the unique contributions of each discipline in understanding and researching human behavior and societal institutions; and the interrelationships between the disciplines. 1.

LA 499. Seminar in General Studies. (3)

Integrative seminar for General Studies majors designed to allow students to integrate the perspectives gained in previous courses in their emphasis areas. **Meets the Capstone course requirement in the major.** Prerequisite: Senior Standing. General Studies Majors Only. II.

Geography (GG)

No Major or Minor is offered.

GEOGRAPHY COURSE (GG).

GG 101. World Geography. (3)

An introductory survey of the major geographical regions of the world. Emphasis on the interaction between humans and their environment and on the contrasts between developed and less developed regions. No prerequisite. I, II.

Gerontological Studies (GS)

Gerontological Studies is a multidisciplinary program offering to a student a variety of programming and credit options which prepare students to work with the elderly in a variety of settings.

There is no major offered in Gerontological Studies. A student may major in Sociology with an emphasis in Social Gerontology. A minor can be earned in conjunction with a degree (e.g. Social Work, Business, Psychology, Nursing, etc.) In addition, a "certificate" can be awarded. This certificate can be pursued by non-degree seeking students and degree seeking students.

Minor

GS 301 (Aging, Individual and Society); GS 303 (Biological Processes and Aging); GS 304 (Psychology of Aging), plus 10 hours of other GS courses with one course in each area required.

Certificate

Certificate in Aging Studies: A "certificate in aging studies" may be earned by students with 12-15 credit hours in gerontology.

Social Gerontology Emphasis: see Sociology Major.

Content Areas

Area I: Biological and Health Aspects of Aging.

GS 303. Biological Processes and Aging. (2)

GS 306. Health and Aging. (1-4)

Area II: Social/Psychological/Humanistic Aspects of Aging.

GS 301. Aging, Individual and Society. (3)

GS 304. Psychology of Aging. (3)

GS 305. Aging in Other Cultures. (3)

GS 314. Death and Dying. (1)

GS 313. Ethical Issues of Aging. (1)

Area III: Public Policy Issues.

GS 310. Federal/State Programs for Older Adults. (1-3)

GS 369. Crime and Aging. (1-3)

Area IV: Direct Services to Aged and Service Delivery.

GS 307. Working with the Elderly. (1-7)

GS 308. Therapeutic Activities for the Aged. (1-3)

GS 309. Long-Term Care Administration. (3)

All credit courses can be taken for C.E.U.

GERONTOLOGY COURSES (GS).

GS/SO 301. Aging, Individual and Society. (3)

Study of the sociological aspects of growing older to gain a better understanding of what aging is all about. Detailed look at social psychological problems associated with aging in American society. I or II.

GS/BI 303. Biological Processes and Aging. (2)

The purpose of this course is to provide knowledge of the basic biological aspects of aging. Topics will include: developmental processes of aging; effects of aging on cardiovascular system; the brains of older people; age-related structural alterations in balance and hearing; effects on taste and smell; diseases and carcinogenesis among the aging. I or II.

GS/PY 304. Psychology of Aging. (3)

Study of the psychological changes and adjustments necessitated by aging. Changes in cogni-

tion, role and personality reflecting advancing age. Presentation of current theories and research on aging. II.

GS/AN 305. Aging in Other Cultures. (3)

A systematic examination of the variations in aging experienced throughout the world. Some topics which are examined include: the status of the aged, the aged and family life in various cultures, and the aged and work in different societies. I or II.

GS/SO 306. Health and Aging. (1-4)

Selected topics in health and aging, such as aging, health, and illness; health care and aging; drugs and drug usage among the elderly; and nutrition and the aged. May be repeated for credit, not to exceed course maximum credit of 4 credit hours. I or II.

GS/SW 307. Working with the Elderly. (1-7)

Selected topics in working with the elderly, such as communication with the aged; group processes and techniques; counseling older adults and families; working with the dying client and family; abuse and neglect of the aged; advocacy for the aged; and caretaker issues. May be repeated for credit, not to exceed course maximum credit of 7 credit hours. I or II.

GS 308. Therapeutic Activities for the Aged. (1-3)

Selected topics in therapeutic activities for the aged, such as therapeutic uses of art; therapeutic uses of exercise and movement; and therapeutic uses of drama. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. I or II.

GS/PS 309. Long Term Care Administration. (3)

The primary objective of this course is to acquaint the participants with problems unique to the management of extended care facilities. Emphasis will be on practical design and development problems relating to the social, economic and legal dimensions of nursing home administration. I or II.

GS/PS 310 Federal/State Programs for Older Adults. (1-3)

An examination of federal and local social and financial programs available to the elderly. Topics include national health insurance, legal

services, home health care, strategies for effecting legislative priorities. May be repeated for credit, not to exceed course maximum credit or 3 credit hours. I or II.

GS/PL 313. Ethical Issues of Aging. (1)

Focus on the ethical issues related to aging in contemporary society. I or II.

GS/PL 314. Death and Dying. (1)

Skills and knowledge to help people participate as informed, reflective adults in those life passages that deal with their own mortality and that of their fellow human beings. I or II.

GS/SO 369. Crime and Aging. (1-3)

The relationship between age and vulnerability to crime, age and fear of crime, and age and criminal behavior. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. I or II.

Health (HE)

No Major or Minor offered.

HEALTH COURSES (HE)

HE 101. Introduction to Health Care Careers. (2)

This introductory course will provide the student interested in a health care career an opportunity to explore a variety of career options and understand how health care professionals work together to meet health outcomes. Information will be shared about the characteristics of various health careers including necessary academic preparation, job responsibilities, employment potential and salary ranges. In addition, students will learn about current issues and trends in health care. I.

HE/NU 111. Nutrition. (3)

Basic principles of nutrition and the application of these principles to nutritional requirements of the infant, pre-school child, adolescent, and adult. This course is web-supported. II.

HE 124. Medical Terminology I. (2)

A study of the terminology of diseases, operative reports, pathology, surgical instruments, diagnostic tests, drug groups, and abbreviations, with emphasis on word analysis and definitions.

2 hours lecture per week. Recommended prerequisite: BI 220. II.

HE/GS 302. Nutrition and the Aged. (1)

This course examines the nutritional status of older adults. Special attention will be placed on age-related nutrition problems, their causes and their solutions. Some of the nutrition-related problems include financial constraints, loss of teeth and loss of smell and taste.

Healthcare (HC)

The candidate for the Bachelor of Science degree in Healthcare Services must complete all the University general degree requirements. Computer competency will be demonstrated by successful completion of CS 110.

Admission to the Major

The major is only open to students who meet the requirements for admission to Avila Advantage Program, an adult degree program for students who are at least 23 years of age or have had a minimum of 3 years of work experience.

The major welcomes students seeking their first bachelor's degree as well as students who may have a bachelor's or an associate's degree. The major is particularly suitable for those candidates who may already have a background through education and/or work experience in health-related fields, such as (but not limited to): counseling, medical technology, medical transcription, nursing, nursing assistant, nutrition, occupational therapy, physical therapy, or radiologic science.

Major Requirements

In addition to completing all the University Core Curriculum requirements, the candidate for the Bachelor of Science in Healthcare Services must complete all the following courses with a grade of "C" or better: AC 201; BU 310, 321, 322, 323; CO 212; EC 195; and HC 305, 310, 320, 330, 335, 340, 499.

The candidate must also complete between 40-43 credit hours of General Electives with a grade of "C" or better. Upon submission of offi-

cial transcripts for evaluation, students may apply courses with grades of "C" or better from other accredited institutions of higher education toward the completion of the General Elective requirement.

No minor is offered.

HEALTHCARE SERVICES COURSES (HC)

HC 305. Current Issues in Healthcare. (3)

An introduction to and discussion of contemporary issues regarding healthcare services in the United States. It examines and describes ethical, political, social, technological, economic and cultural issues including various options or choices facing healthcare. **Meets the Communication Intensive course requirement in the major.**

HC 310 Healthcare for the Elderly. (3)

Examination of the services, clients and caregivers comprising the continuum of long-term care. It describes the evolution of the concept, its current organization, and the basic financing sources enabling its operation. It focuses on practical issues facing healthcare managers, and highlights the experience of informal caregivers who play an essential role in the continuum.

HC 320 Managed Healthcare. (3)

Introduction to the concepts and principles involved in the Managed Healthcare industry. The course will provide practical knowledge about the structure and functions of Managed Healthcare, in addition to raising ethical, social, economic and political questions regarding the management and distribution of Managed Healthcare services.

HC 330 Organization of Healthcare Services. (3)

This course will provide insightful examination into the complexities of both the organization and financing of healthcare through the context of systematic operations. It will also examine the effect, if any, political, social, technological, and economic issues have in the development and delivery of healthcare.

HC 335 Healthcare Planning and Marketing. (3)

This course is designed to introduce the student to the vital roles strategic planning and marketing share in today's healthcare field. These

functions are presented as essential tools for organizational survival in an era where reform and change are sweeping the healthcare industry. **Meets the Communication Intensive course requirement in the major.**

HC 340 Legal Aspects of Healthcare. (3)

This course will focus on many of the key laws and the legal process that affect healthcare providers and organizations. The course will provide the students with a fundamental understanding of many of the significant laws, regulations and policies to which healthcare entities are subjected, the purpose for their enactment, and the process for administering and enforcing these rules in the healthcare industry.

HC 499 Strategic Management for Healthcare Managers. (3)

This course is designed to synthesize previous studies in health services management while bringing the student to the foreground of his/her role as a healthcare manager. **Meets the Capstone course requirement in the major.**

History (HI)

Avila's history program emphasizes the acquisition of a breadth of historical knowledge and the research skills of historical scholarship that encompass the fields of United States and World history. The history curriculum incorporates multiple perspectives and methodological approaches to human history, thus capturing the experiences of the rich and poor, the powerful and oppressed. A major in history prepares students for a variety of opportunities. Traditional professions for historians have been teaching in secondary schools, but other possibilities exist in historical preservation, archival work, and museum curatorship. The study of history has also been seen as an appropriate preparation for graduate study in law and information management/library studies.

Major in History (33 semester hours)

Candidates for the Bachelor of Arts degree in History must complete all the core degree requirements as stated in the university catalog. In addition, history majors must complete CS 110 Understanding Computers to fulfill the university's computer literacy requirement. All history majors must receive a grade of "C" or

above in all history courses. Lastly, senior history majors must pass a departmental comprehensive examination in history (one section focusing on United States history, the other pertaining to World history).

The following history courses (33 hours) must be completed for the major:

- **Core Courses (12 hours)**
 - HI 111 and HI 112
 - HI 121 or HI 122
 - HI 499 Senior Thesis
- **United States History (9 hours)**
 - HI 321 or HI 322
 - HI 323 or HI 324
 - HI 325, HI 326 or HI/WS 311
- **World History (9 hours)**
 - HI 361, HI 362, or HI 363
 - HI 364, HI/WS 365 or HI/WS 366
- **Electives (3 hours)**
 - Any upper-level United States history course (3 hours).
- **Electives (6 hours)**
 - Any upper-level United States history course (3 hours).
 - Any upper-level World history course (3 hours).

History Outcomes

At the completion of the program, history majors are expected to be able to:

1. Identify major periods of United States and World history and characterize those periods according to political, economic, social, religious, and cultural institutions, traditions, and beliefs as well as in terms of cross-cultural contacts and exchanges.
2. Demonstrate understanding of the process, nature, and causes of continuity and change over time, weighing the effects of economic, political, socio-cultural, and ideological factors.
3. Demonstrate an understanding of the effects of race, gender, class, ethnicity, and religion on the experiences of ordinary and extraordinary people of the past.

4. Identify the major issues and interpretive models used by historians in their analysis of the past.
5. Produce an original piece of historical scholarship using both primary sources and the appropriate secondary literature.

Minor in History (18 Semester Hours)

Candidates for a minor in History must complete eighteen semester hours, of which six must be in upper-division (i.e., 310-level or above) United States history and six in upper-division (i.e., 310-level or above) World history. All history minors must receive a grade of "C" or above in all history courses.

It is possible to earn up to 30 semester hours of credit through testing and experiential credit. No credit earned in this manner may be used to satisfy the 30 hour residency rule at Avila University.

Social Studies Education

A program in Social Studies Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. See Education section.

A Middle School major with a concentration in Social Science is also available.

HISTORY COURSES (HI)

HI 111. World Civilizations I. (3)

A survey of the history of human experience from 3500 B.C.E. to 1500 C.E. from a global perspective. **Communication Intensive Course. CORE-II.**

HI 112. World Civilizations II. (3)

A survey of the history of human experience since 1500 C.E. from a global perspective. **Communication Intensive Course. CORE-II.**

HI 121. The American Experience I. (3)

A survey of American social, political, and economic development to 1865, with emphasis on the experiences of European, Native, Hispanic, and African American populations. **Communication Intensive Course. CORE-II.**

HI 122. The American Experience II. (3)

A survey of United States history from 1865 to the present, with emphasis on the development

of industrial society, the expanding U.S. role in world affairs, and the ways in which ordinary Americans responded to social, political, economic changes in that period. **Communication Intensive Course. CORE-II.**

HI 221. Kansas City History. (1-3)

Development of Kansas City from early frontier days through urbanization and modernization to the present. Emphasis on cultural heritage, contributions of minorities, and relationships between local and national history.

HI 222. Missouri History. (1-3)

Development of Missouri from early French, Spanish and American settlements to statehood, role as a gateway during the westward movement, border conflicts and Civil War era, and recent urban and industrial growth. Social and cultural aspects are included.

**HI 223. Kansas City Museums/
Landmarks. (1-3)**

Selected aspects of Kansas City history are examined in the context of particular museums and architectural landmarks.

HI 280. Topics in History. (1-3)

Study of specific historical problems, debates, or periods using current methodologies, selected on the basis of student/faculty interest.

HI 304. History Study Tour. (1-3)

On-site study of a region in the United States or foreign country. Preliminary lectures and readings prepare students for the off-campus experience, and an individual research project is required. Prerequisite: approval of instructor.

**HI/WS 311. American Women in the
Twentieth Century. (3)**

An investigation of women's experiences as workers, family members, and citizens in twentieth-century America. We explore changing cultural images of women, examine the role of gender in structuring American society and compare the experiences of American women from a variety of class, race and ethnic groups. We also consider ways in which women's status and concerns in the United States differ from those of women in the non-Western world.

HI 312. African-American Frontiers. (3)

A survey of the African-American experience in America, the course examines the evolution

of slavery and racism, the methods and movements of resistance, and the creation of African-American communities and cultures from the colonial period to the present. The course stresses the actions African-Americans took to shape both their own lives and the history of the United States.

HI 321. Revolutionary America, to 1815. (3)

From the emergence of English colonial communities to riots, rebellions and the War for Independence, the course examines the causes and consequences of revolution and the perils of nation-building.

**HI 322. Life in the New Republic,
1815-1850. (3)**

The course focuses on the experiences of ordinary Americans during an era of emerging nationhood, early industrialization, westward expansion, immigration, and religious and social reform, including the role of class, race, ethnicity, and gender in shaping those experiences. **Meets the Communication Intensive course requirement in the major.**

HI 323. The Civil War Era, 1850 to 1877. (3)

Beginning with the impact of slavery upon black and white and slavery's role in bringing about disunion, the course examines the nature of the Civil War, the wartime experiences of the American people, and the war's consequences during Reconstruction. **Meets the Communication Intensive course requirement in the major.**

HI 324. The Machine Age, 1877-1914. (3)

Exploring industrialization and urbanization, immigration, imperialism, and reform in the U.S., the course emphasizes how Americans adjusted to the opportunities and traumas of life in the modern age.

**HI 325. The United States in War and
Peace, 1914-1945. (3)**

Covering the U.S. role in two world wars and its experience of prosperity and depression between the wars, the course emphasizes the dramatic social, economic, and political changes those crises helped to bring about.

HI 326. The United States Since 1945. (3)

With the emergence of the U.S. as a world power, the course examines the development of a Cold War at home and abroad, growth of the

consumer society, conflicts over civil rights, feminism, and Vietnam, the rise of the New Right, and the challenges of a global economy. **Meets the Communication Intensive course requirement in the major.**

HI 361. Ancient Mysteries. (3)

A comparative study of ancient civilizations from ca. 3500 B.C.E. to 500 C.E. from a global perspective. This course focuses on the histories, mysteries, controversies, and legacies of ancient Egypt, Greece, and Rome in world history. **Meets the Communication Intensive Course requirement in the major.**

HI 362. Conquest and Colonization. (3)

A comparative analysis of the nature of conquest and colonization in the Atlantic world from the perspectives of both the conquering and conquered peoples in the Americas and Africa from ca. 1500 to 1900 C.E. Topics will include the Spanish conquest of the Americas, the Great Biological Exchange, slavery, and the "Scramble for Africa." **Meets the Communication Intensive course requirement in the major.**

HI 363. Imperialism and Independence. (3)

A comparative analysis of the nature of imperialism and the subsequent nationalist and independence movements in India and the Middle East in modern world history since 1800 C.E. Topics will include Arab nationalism, Zionism, the Israeli-Palestinian conflict, Gandhi and passive resistance, and Indian nationalism. **Meets the Communication Intensive course requirement in the major.**

HI 364. World Communism. (3)

An analysis of Communism in world history, focusing on the ideas, deeds, and legacies of socialism in modern world history. The focus of this course will be on the history of ideas as embodied in the life and works of Marx, Lenin, Stalin, and Mao in Western Europe, Russia, and China. **Meets the Communication Intensive course requirement in the major.**

HI/WS 365. Germany: Nineteenth Century. (3)

An investigation of modern German history from 1780 to 1918. Using gender as a central category of historical analysis, this course explores the transformation of the German-speaking lands from a provincial, agrarian

patchwork of feudal principalities to a unified, industrial, cultural, and scientific empire. Topics include: the Enlightenment and the French Revolution, citizenship, gender, and civil society, romanticism, women, and Biedermeier culture, the Industrial Revolution and proletarian culture, the Revolutions of 1848-1849, bourgeois emancipation and German feminism, Bismarck and German unification, German socialism, the *Kulturkampf* and religious freedom in Germany, avant-garde art in Wilhelm Germany, German nationalism and imperialism, and Kaiser Wilhelm II and the First World War. **Meets the Communication Intensive course requirement in the major.**

HI/WS 366. Germany: Twentieth Century. (3)

An investigation of modern German history since 1918. Using gender as a central category of historical analysis, the course of German history since 1918, a troubled history of civil war, revolution, Nazism, genocide, division, and finally reunification. Topics include: the German revolution of 1918, the Versailles Treaty, the rise and fall of the Weimar Republic, the "New Woman" and Weimar culture, Dadaism and the Weimar cultural avant-garde, the rise of Nazism and Hitler, the attempted creation of a national socialist utopia during the Third Reich, *Blitzkrieg* and the Second World War, the Holocaust, the *Trümmerfrauen* and gender in postwar Germany, the division of Germany and the Berlin Wall, the Cold War and the creation of two German states and cultures, postwar German feminism, terrorism and the state, the Revolution of 1989, and German reunification. **Meets the Communication Intensive course requirement in the major.**

HI 380. Topics in History. (3)

Intensive study of specific historical problems, debates, or periods in United States or World history using current methodologies, selected on the basis of student/faculty interest.

HI 490. Directed Study in History. (1-3)

Directed study of a particular period or topic. Prerequisite: Instructor approval.

HI 496. Internship in History. (1-3)

Participation in the activities of a historical agency or in a public history research project, under supervision of a faculty member or super-

visor designated by the faculty. Prerequisite: consent of advisor. Restricted to history majors.

HI 499. Senior Thesis. (3)

Directed study of a selected topic in history and completion of a substantial research and writing project. Restricted to majors in history. **Meets the Capstone course requirement in the major.** Prerequisite: senior status. I, II.

Interdisciplinary Studies (IS)

No Major or Minor is offered.

INTERDISCIPLINARY STUDIES COURSES (IS)

These courses are approved to meet the Level III-Applications and Integration requirements in the Core Curriculum. Completion of Level I and 15 hours of Level II coursework are prerequisites for each IS course.

IS/WS 310. Images and Realities of Women. (3)

This course will examine the social construction and significance of gender in society from feminist, interdisciplinary and multicultural perspectives. We will explore a number of diverse and contradictory images that provide the framework for understanding the social construction of gender and the lived reality of women's lives. In addition, students will analyze the ways gender, as well as race, sexual identity and social class affect access to opportunity, power and resources. CORE-III.

IS/RS 311. Peace Studies. (3)

This course provides an interdisciplinary (religious studies, communication, philosophy, sociology, history and economics) approach to achieving peace on a personal, local, national and international level. The focus is on developing practical strategies for creating peace and living peacefully. CORE-II and CORE-III.

IS/PL 312. Bioethics. (3)

Interdisciplinary course which examines complex moral issues involving biology and medicine; course investigates controversial bioethical issues through several perspectives so that students will be able to (1) evaluate moral posi-

tions and (2) articulate their own value system for ethical decision-making and behavior. Prerequisites: BI 110 or 111, or 211 or 212; PL 111 or 255. CORE-II and CORE-III.

IS 313. American Popular Culture: 1960's. (3)

An interdisciplinary course in American Popular Culture that draws from history, sociology, political science, and mass media to examine American life in the 1960s, and how significant events/movements/ideas/personalities were represented in popular culture of the time, particularly in American feature films, television, and popular music. CORE-III.

IS 314. Environmental Issues. (3)

This course examines issues involved with the relationships between plants, animals, and their environments, with a particular emphasis on the role of human societies. The underlying subtext of this course is the interplay of meeting environmental needs while addressing human desires. Among the specific issues are those associated with human population size and organization, biodiversity, resources and their management, cross-cultural perspectives on the environment, and the role of economy and politics in environmental issues. Prerequisites: one Level-II in Social/Behavioral Science and one Level-II in Natural Science. CORE-III.

IS 316. Sound and Light: Perspectives from Science and Art. (3)

This course provides the student with the requisite knowledge and skills to create sound and light designs. Students will learn the relevant physics of sound and light, how to use technology to produce and manipulate sound and light, the physiology and psychology of human perception, and principles of aesthetics and design. Students will participate in laboratory activities and individual or group design projects. CORE-III.

IS/RS 317. History of the Church in Latin America. (3)

Explores the religious and political history of Latin America. This course will highlight church teachings and structures responded to the needs and demands of various social groups within the population. Attention to ways in which art, architecture, and literature have

expressed ideologies. Prerequisite: one course in Religious Studies. CORE-II and CORE-III.

IS 318. The Mask. (3)

An interdisciplinary course on the research, generation and development, design and creation of a personal mask. The result, the mask, is less important than the process itself; instead, it is the vehicle for the study of the creative process common to art and theatre. CORE-III.

IS/RS/WS 319. Women, Religion and Community in the United States. (3)

This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the United States. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founders of American and international religious groups. CORE-II and CORE-III.

IS 320. The Holocaust in History and on Stage. (3)

An examination of the Holocaust (1933-1945) as interpreted by the disciplines of history and theatre, focusing on the challenges and limits of representation in dealing such an enormous and seemingly incomprehensible event in human history. CORE-III.

IS 321. Darwin and Literature. (3)

This course will introduce students to the ideas and implications of Darwin's work in the context of both nineteenth-century science and literature. Students will examine the circumstances which prevailed prior to Darwin's publications and the reception of his ideas by his peers. Course readings will include sections of *The Voyage of the Beagle*, *On the Origin of Species*, and *The Descent of Man*, and poetry and two novels. Students will analyze the impact of literature on Darwin's writing as well as the impact of Darwin's theories on literature. CORE III.

IS 322. Religion and Personality Development. (3)

This course will challenge students to learn theories of educational psychology and to apply these theories to systems of religious thought

and their authors. Students will demonstrate the ability to analyze theological systems in light of specific psychological and educational theories. CORE-III.

IS/WS 323. Eurowomen: A Dramatic History. (3)

This course will examine the role of women in European society from 1500 to the present from the disciplinary perspectives of history and theatre. Class members will be asked to contemplate the use of gender as a universal category of historical investigation and dramatic criticism. Focusing on the impact of European women, possible topics include: the Renaissance and Reformation, the Witchcraze, the Enlightenment, the French Revolution, the industrial revolution and the growth of consumerism, the "new woman," Feminism, the First World War, and World War II. CORE-III.

IS 324. Autobiography Through History: Text and Context. (3)

Interdisciplinary study of selected autobiographies representing diverse nineteenth and twentieth century socio-cultural experiences in the United States (1) to increase student understanding of how race, class and gender shape and influence the lives of the authors; (2) to study key characteristics that define autobiography, history and literature as distinct discourses. CORE-III.

IS 325. Sects, Cults, Utopias. (3)

Interdisciplinary study using history and sociology to compare/contrast three groups: sects, which focus on religious issues; cults which are organized around a charismatic leader; utopias, which share a vision of an ideal lifestyle. Examines the attraction of these groups to individual and how groups reflect the larger society of which they are a part. CORE-III.

RS/IS 326. Shaping the American Dream. (3)

Interdisciplinary course which uses literature and religious studies to understand fundamental values which combine to form the culture of the US; central themes are the Puritan Ideal, the Social Gospel Movement, the diverse face of US culture at the end of the second millennium. CORE-II and CORE-III.

IS 328. Creative Dramatics for Educating Children. (3)

This interdisciplinary course is designed to teach participants who are interested in working with children how to use creative drama as a tool for cognitive, social, and psychomotor development. Content will be approached from educational, therapeutic, and dramatic perspectives and give participants an opportunity to be trained in using creative dramatics as a learning tool. CORE-III.

IS 329. On Location in Mexico: The Experience and Art of Homebuilding. (3)

The course is divided into two distinct areas: Art and Communication. A labor intensive hands-on course, students construct a home for a pre-selected needy Mexican family. During the process, participants produce a short documentary film and design the exterior of the structure through artistic self-expression. CORE-III.

IS/WS 331. Women and Science. (3)

This course introduces students to the complex relationship between women and science, beginning with representations of female biology in Greek texts and in the writings of Bacon, Harvey, and Hunter. Section two examines both general nineteenth and twentieth-century patterns and trends and the achievements of individual women scientists. Students analyze persistent barriers to women's participation and advancement and the methods employed to overcome such barriers. The course concludes with an analysis of the nature of objectivity in scientific procedure and the value and impact of feminist critiques. CORE-III.

IS 332. The Avant-Garde in Art and Experimental Film. (3)

This course is divided into two distinct areas, Communication (including Film Theory and Production) and Art History. Students will examine the 20th Century avant-garde art movements to develop a better understanding of these art movements and discover why they were outside of the cultural mainstream. **Welcome non-majors.** CORE-III.

IS/WS 333 Gender Communication. (3)

A critical analysis of the interrelationship between gender, culture, and communication.

Gender differences and sex-role stereotypes and their influence on communication and relationships will be explored so that strategies for bridging these differences can be developed. II. CORE-III.

IS/WS 334. Ancient Women. (3)

This course examines the role of women in ancient Egypt, Greece, and Rome from the perspectives of history and theatre. Using gender as a universal category of historical investigation and dramatic criticism, the images and realities of ancient women will be explored as reflected in plays on stage and in contemporary accounts. Possible topics include goddesses in Western mythology, women in ancient Egyptian society, women and early drama in ancient Greece and women during the Roman Empire. CORE-III.

IS 335. Plagues. (3)

A survey of plagues in European history since the Middle Ages using the disciplines of biology and history as interpretative guides. The biological origins, modern preventatives, contemporary efforts of disease control, and the social impact of plagues, such as the Black Death (bubonic plague), typhus, and Spanish influenza, will be explored in detail. CORE-III.

IS 336. Health and Health Care Issues for the New Millennium. (3)

This course examines issues involving the health behaviors, health status and health care of people in the United States from a variety of academic perspectives, with emphasis on the perspectives of nursing and the social/behavioral sciences. Some of the specific issues included in this course are: (1) the impact of health behaviors on health status and the health care system, (2) patterns of health status based on gender, age, race and income, (3) the cost of health care, (4) inequalities in access to health care, and (5) alternative models of health care reform. CORE-III.

IS 337. Hawaiian Culture and Nature, A History of Invasions. (3)

Using a combination of a 10-day trip to Hawaii and classroom experiences at Avila both before and after the trip, this interdisciplinary course will examine the cultural and natural history of the Hawaiian Islands. While on the islands, students will engage in both biological and social

research experiences. Students will study the biology and geology of both the islands and the surrounding coral sea environment. In addition, students will examine Hawaii's past, present and future, with an emphasis on the cultural diversity of its residents. CORE-III.

IS/PL 338. Knowing Reality. (3)

This course continues the search of philosophers and scientists who "know reality." Three questions are critically examined: 1) How do we know what we know? 2) What standards are used to judge "knowing?" 3) How is "knowing" related to "reality"? Students are encouraged to ponder anew the complexities and contradictions in "knowing reality" and to articulate their own view of what it means to know what is real. Prerequisites: one course in philosophy and one course in natural science. CORE II and CORE III.

IS 339. The Historical Development of Education in Senegal. (3)

This course traces the historical and political platforms that have shaped education in Senegal, West Africa, focusing on the impact of Islam, French colonization, and post independence practices on traditional education and in shaping contemporary educational policies. CORE-III.

IS 340. Mediation. (3)

An interdisciplinary course introducing students to the role of mediation in resolving disputes. Explores the social psychological basis for mediation, including conflict theory. Students develop practical mediation skills. Learning approach includes lectures, simulations, modeling, and practice mediations, in a variety of settings. Case studies and role plays will be used heavily. CORE-III.

IS 341. Environmental Modeling. (3)

Addressing environmental problems involves gathering data and determining specific mathematical equations which describe the data – a process known as environmental modeling. Environmental models help us to assess the impact of a problem and to predict its future consequences. In this course, students learn general principles of environmental science, and learn to construct environmental models using basic mathematical equations. Students

integrate the disciplines of environmental science and mathematics as they develop specific mathematical models which describe the dispersion of pollutants in the environment, including ground water, air pollutants, and hazardous materials. Students work in teams with the aid of a computer. Field trips support an emphasis on local sites and applications. CORE-III.

IS 342. Behavior Disorders of Children and Adolescents. (3)

This course will explore behavior disorders of children and adolescents from the perspectives of the fields of psychology and education. Students will study various disorders and their associated behavioral patterns, causes, sustaining factors, and treatment. Historically, there has been little collaboration and cooperation between education and psychology regarding understanding and treating these troubled youth. The intent of this course is to create a dialogue between these disciplines. Typically education has focused on the immediate, external, concrete solutions to these problems whereas psychology has taken a more abstract, holistic, and internal approach. Our goal in this course is to present a balanced perspective which incorporates the most beneficial theories of etiology and treatment for each discipline. CORE-III.

IS/RS 343. The 3R's: Race, Religion and Reform in American Education. (3)

This interdisciplinary course will encompass the disciplines of American religious history and education. The course will focus on ethnic and racial relations as they have interfaced with religious diversity and evolved in American education. Educational reform movements that have attempted to address these topics, as well as gender and class issues, will also be explored. CORE-III.

IS 344. Music and Politics: Trends and Implications. (3)

Historically, music has provided a venue for political thought and action. In this course, we will examine the intersection of music and politics from three distinct angles: propaganda, latent psychological effects, and censorship. Musical works representative of folk, popular

and refined art idioms will provide subject matter for analysis and discussion. CORE-III.

IS 345. Politics and Literature. (3)

This course examines the language of political and literary texts in order to define the terms "politics" and "literature" and understand the relationship between them. Students will compare/contrast political and literary texts in terms of intention, use of narrative and metaphor, and effect, analyzing the politics in literature and the literature in political texts. Several questions fuel the course, including: How does the same text incite diverse readings at one historical moment? How do texts evolve through time? What elements give a text power? Can texts change the course of history? What are the factors that can interfere with diverse readings? Is every text political? Students will formulate their answers through discussions and written work and will become stronger readers through close reading, interpretation, and analysis. CORE-III.

IS 346. Global Warming. (3)

This course take an interdisciplinary look at the phenomenon of global warming. Specifically, we examine the scientific and political elements of global warming and explore their interaction in a simulated class exercise that places students in a number of role-play positions. Requirements include written responses to the readings, discussion, research-based essays, and tasks unique to each student's position in the exercise. CORE-III. S.

IS 347. Psychological Explorations in Children's and Adolescent Literature. (3)

This course combines elements of educational psychology, counseling psychology, pedagogical methodology and literature for youth. It is designed for anyone interested in working with children including parents, teachers, counselors, social workers, nurses, Christian education workers, and children's organization leaders. The course will use select children's and adolescent literature to explore normal and abnormal psychological development. It will teach participants how to use literature as a tool for promoting healthy cognitive, social, and emotional growth in youth. CORE-III. II.

IS 348. Opening of the West: Lewis & Clark. (3)

Within the framework of the broader topic, the "Opening of the American West," this course addresses the historical and scientific events associated with the Lewis & Clark Expedition that began in 1803. Specific issues include: geopolitical and governmental issues involving the Louisiana Purchase and the Expedition, the actual events of the Expedition, the social and cultural context for the Expedition, impact of the Expedition on early (and modern) U.S. history, the natural environment encountered by Lewis & Clark, the science of the day (e.g., medicine and navigation), new discoveries, and the role of Thomas Jefferson as both a historical figure and an advocate for scientific progress. Prerequisites: Completion of all Level-I requirements and 15 hours of Level-II requirements including one course from the Natural Sciences and one from History or from the Social Institutions or Self and Society areas. CORE-III.

Legal Studies (LG)

A paralegal is a person, qualified through education, training or work experience, who is employed or retained by a lawyer, law office, governmental agency, or other entity in a capacity or function which involves the performance, under ultimate direction and supervision of an attorney, of specifically-delegated substantive legal work, which work for the most part, requires a sufficient knowledge of legal concepts that, absent such assistance, the attorney would perform the task.

The curriculum is designed to teach the fundamental skills and knowledge necessary to function as a paraprofessional in the legal field; to provide an understanding of the professional and ethical responsibilities of the paralegal; and teaches students to recognize and avoid the unauthorized practice of law.

The degree requirements for the Bachelor of Arts in Paralegal are listed below.

Paralegal Major

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than

77 hours of LG/AC/BU/EC courses. Business courses that are cross-listed are counted against the 77 hour limit.

2. Achievement of a minimum grade of "C" in all courses specifically required for the degree.
3. Completion of at least 12 hours of upper-division courses in the major at Avila University.
4. Avila students who wish to take upper-division courses off campus to satisfy the Paralegal major will have prior departmental approval and must take them at a four-year school. Courses transferred at the time of admission to Avila will be evaluated for Paralegal upper-division credit.
5. Completion of the final 30 hours at the university.
6. The candidate must fulfill the University Core Curriculum requirements as stated earlier in this catalog.

The division specifically requires that the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communication, EN 111 Composition I, and an additional 3 hours of writing, EN 112 Composition II, and MA 115 Finite Mathematics, or a higher level Mathematics course. All specifically required courses must be completed with a letter grade of "C" or better.

Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a letter grade of "C" or better.

7. Completion of the following Business Core requirements: 27 semester hours.

AC	201	Principles of Accounting I
EC	201	Principles of Macroeconomics I
BU	110	Understanding Computers
BU	305	Legal Aspects of Business I
BU	310	Marketing
BU	321	Management

or

BU	322	Organizational Behavior and Development (see advisor)
BU	340	Business Communications
AC	202	Principles of Accounting II

or

EC	202	Principles of Microeconomics II
LG/BU	347	International Business Law

8. Only one repeat of a required Paralegal, Accounting, Business, or Economics course by a Paralegal Major or Certificate Student will be permitted.
9. In addition to the University Core Curriculum requirements and the business Core requirements listed above, students must satisfy the following Paralegal Specialty Courses.

Paralegal Specialty Courses

LG	100	Introduction to Paralegal Studies
LG	232	Introduction to Legal Research and Writing
LG	340	Formation and Structure of Business Entities
LG	345	Introduction to Litigation
LG	350	Wills, Trusts and Estates
LG	380	Paralegal Special Topics (3)
LG	430	Family Law
LG	440	Real Estate Law
LG	495	Paralegal Internship (1-2)
LG	496	Paralegal Internship Seminar (2)
Three (3) hours of an Upper Division Elective from LG/AC/BU/EC courses from a 4-year institution.		

Certificate in Paralegal Studies

The certificate in Paralegal Studies program is a non-degree program designed to meet the needs of the student who already has a bachelor's degree in another field of study, or the student who does not wish to complete the Bachelor of Arts degree.

For the student who does not have a bachelor's degree, it is necessary to complete the following general education and paralegal specialty courses or their equivalent. All specifically required courses must be completed with a "C" or better.

General Education Courses

The following general education courses or their equivalent:

- BU 110 Understanding Computers
- CO 110 Fundamentals of Communication
- EC 201 Principles of Macroeconomics I
- EN 111 Composition I
- EN 112 Composition II
- PL 255 Ethics
- PY 101 General Psychology

One mathematics course (3), one natural science course (3), one elective course (3).

Paralegal Specialty Courses

- LG 100 Introduction to Paralegal Studies
 - LG 232 Introduction to Legal Research and Writing
 - LG 340 Formation and Structure of Business Entities
 - LG 345 Introduction to Litigation
 - LG 350 Wills, Trusts and Estates
 - LG 380 Paralegal Special Topics (3)
 - LG 430 Family Law
 - LG 440 Real Estate Law
 - LG 495 Paralegal Internship (1-2)
 - LG 496 Paralegal Internship Seminar (2)
- Three (3) hours of an Upper Division Elective from LG/AC/BU/EC courses from a 4-year institution.

The student who has a bachelor's degree is required to complete the **Paralegal Specialty Courses** listed above, or their equivalent.

LEGAL STUDIES COURSES (LG)**LG 100. Introduction to Paralegal Studies. (3)**

Introduction to the law, the paralegal profession and the ethical role of paralegals and attorneys in legal processes and procedures. I.

LG/PS 232. Introduction to Legal Research and Writing. (3)

A hands-on experience with legal research sources, procedures, strategies and legal writing style. II.

LG 340. Formation and Structure of Business Entities. (3)

A study of the statutes and cases controlling the formation and operation of sole proprietorships, partnerships, and corporations. Students draft partnership and corporate documents. I, even years.

LG 345. Introduction to Litigation. (3)

The study of civil litigation processes, procedures, rules of evidence, and preparation of civil pleadings. I, odd years.

LG/BU 346. Employment Law. (3)

The study of state and federal statutory and case law that govern the employer/employee relationship. Prerequisite: BU 305. I, odd years.

LG/BU 347. International Business Law. (3)

A study of the principles, laws and organizations that impact the management of an international business transaction. The course will cover the law of international trade, licensing and investment and explore the roles played by legal, financial, accounting and management professionals in international business transaction. Prerequisite: BU 305 or equivalent. I, even years.

LG 350. Wills, Trusts, and Estates. (3)

The study of the processes and rules used in the drafting of wills, trusts, and estate taxes and administration. I.

LG 380. Paralegal Special Topics. (1-3)

Selected topics to be determined at the discretion of the department. I, II.

LG 430. Family Law. (3)

The study of the Law of Marriage, Annulment, Dissolution, Adoption, Paternity, Prenuptial Agreements, Child Abuse, Domestic Violence, Child Custody and Support, and the role Legal Assistants play in the practice of Family Law. II.

LG 440. Real Estate Law. (3)

A study of the legal concerns and documents involved in the transfer of real estate. II, odd years.

LG 445. Litigation II. (3)

Study of Tort law and the preparation of civil litigation documents. Prerequisite: LG 345. II, even years.

LG 446. Environmental Law. (3)

A study of the laws enacted to protect the environment and the administrative and judicial processes used to enforce the laws. Prerequisite: LG 345 or BU 305. II, even years.

LG 495. Paralegal Internship. (1-2)

The internship involves working as a paralegal in a law firm or other legal setting, 30 hours per one hour of credit. Maximum credit of 6 hours for any one student.

LG 496. Paralegal Internship Seminar. (2)

This is the Paralegal Capstone Course. This course is taken in conjunction with the Internship experience and includes the study of legal ethics, law office management and other Paralegal practice topics. **Meets the Capstone course requirement in the major. II.**

Mathematics (MA)

Mathematics is an art, a science, and a language. Encompassing the beauty of pattern and structure, the challenge of uncertainty and abstraction, and the excitement of solving problems, mathematics provides a foundation for much of modern human society.

Mathematics majors spend a considerable amount of time honing their ability to reason effectively and to write clearly. Employers value students who think logically and communicate effectively.

Many careers are available to mathematics majors. Some pursue a graduate degree or become teachers, and others choose among several professions. Possible fields include law, medicine, business, communication, actuarial science, academic or industrial research, consulting, writing, editing, computer science, statistics, and operations research.

Mathematics Outcomes:

The student majoring in mathematics at Avila University should be able to:

1. acquire appropriate foundational mathematical skills;
2. communicate mathematical ideas orally and in writing;

3. understand the various areas of mathematics and the connections between them;

4. understand, construct, and present proofs of mathematical theorems.

Requirements for the Mathematics Major

The candidate for the Bachelor of Arts degree in Mathematics must:

(a) complete all general requirements for a bachelor's degree as stated earlier in this catalog;

(b) complete with a grade of "C" or better all Mathematics, Computer Science, and Physics courses taken;

(c) complete EN 112 with a grade of "C" or better;

(d) complete two courses in the same foreign language, each with a grade of "C" or better;

(e) complete MA 241, 242, 243, 315, 320, 330, 370, 375, and 499, and six additional semester hours in mathematics courses numbered 310 or above, to be chosen with the approval of the major advisor;

(f) complete two courses in computer science numbered 120 or above, to be chosen with the approval of the major advisor;

(g) complete either (i) PH 231 and 232 or (ii) twelve semester hours in a field related to mathematics, each course with a grade of "C" or better, to be chosen with the approval of the major advisor or (iii) a minor in secondary education;

(h) pass a comprehensive examination, administered by the Avila mathematics faculty prior to the completion of the junior year which is based on MA 241, 242, and 243.

Students are strongly encouraged to complete additional mathematics, computer science, and physics courses.

Computer competency will be demonstrated by successful completion of the two required computer science courses and MA 499.

Requirements for the Mathematics Minor
MA 241, 242, 243, 315, 320, and 370.**Mathematics Education**

A certification program in Mathematics Education (grades 9-12) approved by the State of Missouri is offered. Kansas certification

requirements may be completed concurrently. A Middle School major with a concentration in mathematics is also available. See the Education section of this catalog.

Mathematics Area Policy on Statistics

A student cannot receive credit for MA 155 after having completed MA 360 with a grade of "C" or better.

MATHEMATICS COURSES (MA)

MA 90. Foundation of College Mathematics I. (3)

Principles and applications of integers, fractions, decimals, proportions, percents, order of operations, elements of algebra, word problems, and other related topics. This course is the first course in a two-semester series designed to prepare students for college level mathematics. Does not satisfy core requirements or count toward degree program. Prerequisite: Appropriate ACT or placement score. I, II.

MA 91. Foundations of College Mathematics II. (3)

Sets, the real number system, solving problems posed in words, manipulation of algebraic expressions, absolute value of algebraic expressions, solving linear equations and inequalities, exponents and polynomials, rational expressions, radical expressions, an introduction to the Cartesian coordinate system, quadratic equations, function, and other related topics. This course is the second course in a two-semester series designed to prepare students for college level mathematics. Does not satisfy core requirements or count toward degree program. Prerequisites: Appropriate ACT or placement score or MA 90 ("C" or better). I, II, S.

MA 115. Finite Mathematics. (3)

Probability, sequential counting principle, permutations and combinations; trees, Eulerian and Hamiltonian graphs; systems of equations, matrix algebra, and linear programming; and other related topics. (This course is intended for students who will not study calculus.) Prerequisite: Appropriate ACT or placement score, or MA 91 with a grade of "C" or better. CORE-I. I, II, S.

MA 120. College Algebra. (3)

Further work in solving problems posed in words and in solving algebraic equations and

inequalities, functions and their graphs, inverse functions, properties of polynomial functions and their graphs, rational functions, exponential and logarithmic functions and their graphs, and other related topics. (This course is intended for students who will study calculus.) Prerequisite: Appropriate ACT or placement score, or MA 91 with a grade of "C" or better. CORE-I. I, II.

MA 121. Trigonometry. (3)

Trigonometric functions and their graphs, trigonometric identities, inverse trigonometric functions, solving trigonometric equations, solving the general triangle, vectors, polar representation of complex numbers, powers and roots of complex numbers, some aspects of analytic geometry, and other related topics. (This course is intended for students who will study calculus.) Prerequisite: MA 120 with a grade of "C" or better. II.

MA 130. Discrete Mathematics. (3)

Introduction to sets, relations, functions, logic, Boolean algebras, induction, combinatorics, sequences, recurrence relations, graph theory and bases. Prerequisite: Appropriate ACT or placement score, or MA 91 with a grade of "C" or better. II.

MA 155. Elementary Probability and Statistics. (3)

Introduction to basic principles of statistics, probability involving sampling, estimation, hypothesis testing, linear regression, correlations, and applications. (This course is intended for students whose major is not mathematics.) Prerequisite: MA 115 or MA 120 with a grade of "C" or better. II, odd years.

MA 170. Business Calculus. (3)

Limits, derivatives, and integrals with an emphasis on business applications. (This course is intended for students whose major is not mathematics or any natural science. It cannot be used as a substitute for MA 241.) Prerequisite: MA 120 with a grade of "C" or better.

MA 180. Topics in Mathematics. (1-3)

Selected mathematical topics related to a theme chosen by mathematics faculty on the basis of current student interests. Prerequisite: MA 115 or 120 with a grade of "C" or better, or consent of the instructor.

MA 241. Calculus and Analytic Geometry I. (5)

Functions and their graphs, limits of functions, continuity, slope and rate of change, derivatives, formulas and rules of differentiation, applications of the derivative, theory of indefinite and definite integrals, and applications of integration. Prerequisite: Appropriate ACT or placement score, or MA 121 with a grade of "C" or better. I. CORE-I.

MA 242. Calculus and Analytic Geometry II. (5)

Inverse functions; logarithmic, exponential, trigonometric and hyperbolic and the differentiation and integration of these functions, techniques of integration, conic sections, parametric equations, polar coordinates, indeterminate forms, improper integrals, and infinite series. Prerequisite: MA 241 with a grade of "C" or better. II.

MA 243. Calculus and Analytic Geometry III. (4)

Vectors in two and three dimensions, vector-valued functions and their derivatives, line and surface integrals, analytical geometry in three dimensions, differential calculus of functions of two or more variables and applications, and multiple integration. Prerequisite: MA 242 with a grade of "C" or better. I.

MA 305. Geometry for Elementary and Middle School Teachers. (3)

Development of non-metric geometry of the plane and space; measurement of lengths and angles; simple closed curves and congruent and similar figures. These topics are treated with particular attention to the needs of elementary and middle school teachers. Prerequisites: ED 310 and MA 115 or equivalent course with a grade of "C" or better. I, II.

MA 306. Methods in Mathematics for Elementary and Middle School Teachers. (3)

Basic concepts and number processes with emphasis on mathematics and teaching methods appropriate to the needs of the elementary and middle school child. Prerequisites: ED 310 and MA 115 or equivalent course with a grade of "C" or better. I, II.

MA 310. Differential Equations. (3)

Differential equations of first order, separable equations, exact equations, and approximation to a solution; mathematical models; linear differential equations of second order, variation of parameters, series solutions, and Laplace transforms; systems of differential equations; qualitative theory of differential equations; applications; and other related topics. Prerequisite: MA 242 with a grade of "C" or better.

MA 315. Introduction to Advanced Mathematics. (3)

Introduction to formulating and writing proofs, logic, sets, relations, functions, mathematical induction, counting, graph theory, elementary number theory, and other related topics. Prerequisite: MA 242 with a grade of "C" or better. II.

MA 320. Linear Algebra. (3)

Elementary theory and applications of matrices, vector spaces and linear transformations, determinants, eigenvalues, eigenvectors, and other related topics. Prerequisite: MA 243 with a grade of "C" or better. I, even years.

MA 325. Numerical Methods. (3)

Approximation and error analysis, methods of finding roots of nonlinear equations, methods of interpolation, numerical differentiation and integration, direct and iterative methods of solving systems of linear equations, and other related topics. Prerequisites: MA 242 and one course in computer programming, each with a grade of "C" or better.

MA 330. Mathematics and Its History. (3)

Important mathematical ideas, the people who developed them, and the history surrounding their development. **Meets the Communication Intensive course requirement in the major.** Prerequisites: MA 243 with a grade of "C" or better and either junior or senior standing, or consent of the instructor. II, even years.

MA 340. Modern Geometry. (3-4)

Finite geometries, transformations, Euclidean geometry of polygons and circles, constructions, inversion, projective geometry, non-Euclidean geometries, and other related topics. Prerequisite: MA 242 with a grade of "C" or better. I, odd years.

MA 350. Number Theory. (3)

Divisibility, prime numbers, congruences, diophantine equations, quadratic residues, partitions, number-theoretic functions, continued fractions, and other related topics. Prerequisite: MA 242 with a grade of "C" or better.

MA 360, 361. Mathematical Probability and Statistics I, II. (3, 3)

Organization and analysis of data, probability theory, discrete and continuous probability distributions of one or more random variables, functions of random variables, sampling distributions, the central limit theorem, theories of estimation, hypothesis testing, correlation, and other related topics. Prerequisite for MA 360: MA 242 with a grade of "C" or better. Prerequisite for MA 361: MA 360 with a grade of "C" or better. I, odd years; II, even years.

MA 370. Abstract Algebra. (3)

Elementary theory of rings, integral domains, fields, and groups; applications to other branches of mathematics; and other related topics. Prerequisite: MA 243 with a grade of "C" or better. II, odd years.

MA 375. Mathematical Analysis. (3)

Elementary theory of the real line, sequences, limits, continuity, differentiation, the Riemann integral, series, and other related topics. Prerequisite: MA 315 with a grade of "C" or better. I, even years.

MA 380. Topics in Mathematics. (1-3)

Selected mathematical topics related to a theme chosen by mathematics faculty on the basis of current student interests. Prerequisite: MA 315 with a grade of "C" or better, or consent of the instructor.

MA 499. Mathematics Seminar. (3)

Selected topics in advanced mathematics. This course serves as a capstone experience for students with a major in mathematics. **Meets the Capstone course requirement in the major.** Prerequisites: MA 315 with a grade of "C" or better and either junior or senior standing, or consent of the instructor. II, odd years.

Medical Technology Program (MT)

Avila University offers a Medical Technology Program. Students who are in this program take courses which lead to a B.S. degree in Biology and which meet the prerequisites to enter a national Accrediting Agency for Clinical Laboratory Sciences (NAACLS) approved hospital site. Students apply directly to the hospital for acceptance into the clinical courses. These courses may be taken in the last year that the student is enrolled at Avila or after the student has graduated from the university.

MEDICAL TECHNOLOGY COURSES (MT)**MT 380. Special Topics in Clinical Laboratory Science. (1-3)**

A course designed to deal with a topic or area in clinical laboratory science which is not available in the regular course offerings. Topics and instructor to be listed in the semester course schedule. Prerequisite: Consent of instructor.

MT 451. Phlebotomy and Pathologic Anatomy. (1)

Principles, theory and techniques used in the area of blood collection. Students have the option to observe pathologic anatomy dissection.

MT 452. Method Development and Evaluation. (1)

Students will evaluate the accuracy and precision of the procedure performed. Prerequisite: Consent of instructor.

MT 453. Clinical Chemistry. (6)

Principles, theories, and techniques used in the study of human biochemistry and performance of analyses of body fluids.

MT 454. Clinical Microbiology. (8)

Protocols for the isolation, cultivation, and identification of pathogenic microorganisms. Techniques of distinguishing the indigenous microflora from those responsible for a pathological condition, drug susceptibility testing, specimen collection, safety precautions, surveillance, and quality control.

MT 455. Clinical Hematology. (4)

Principles, theories and analytical techniques of the hemopoietic system.

MT 456. Diagnostic Immunology. (3)

Principles and techniques of immunological analysis used in the diagnosis of disease. Fluorescent microscopy and immunoassay procedures are implemented.

MT 457. Immunohematology I. (3)

Principles, theories, and techniques of blood transfusions.

MT 458. Hemostasis. (1)

Principles, theories, and analytical techniques used in hemostasis and the coagulation phase of the hemopoietic system.

MT 459. Urinalysis. (1)

Principles, theories and techniques used in the analysis of the function of the kidney and its products.

MT 460. Immunohematology II. (1)

Principles, theories and techniques of blood transfusions at Community Blood Center.

MT 461. Medical Technology Seminar I. (1)

Seven section comprehensive examinations, the final written comprehensive examination, and a weekly case-study review over clinical laboratory principles, theories, techniques, and quality control practices covered in MT 451 through MT 460, MT 462 and MT 463. Comprehensiveness and difficulty will increase throughout the year. Students will be required to present cases that have been approved by the Education Program Director.

MT 462. Medical Technology Seminar II. (2)

A three-week lecture series over clinical chemistry, clinical hematology, and hemostasis.

MT 463. Medical Technology Seminar III. (2)

This course presents and correlates clinical theories, principles, and analyses of case studies in a didactic setting including lecture/discussion sessions, city-wide seminars and pathology conferences. All clinical areas will be covered including management.

Music (MU)

Degrees offered:

Bachelor of Arts. (B.A.) Major: Music with choice of concentrations – Voice Performance, Piano Performance, or Music Education.

The candidate for the Bachelor of Arts in Music must complete all the general degree requirements as stated earlier in this catalog.

A program in Unified Music-Vocal/Choral K-12 certification, approved by the State of Missouri, is offered. Kansas certification may be completed concurrently. See Education section.

Major: MU 151 (8 hrs.), 271, 272, 373, 374, 377, 383, 384; 8 hours in applied music; 5 hours in upper-division music electives. Demonstrated competence through two semesters (6 hrs.) of the same foreign language at the college level.

Concentrations:

1. Piano: in addition to the Major requirements above (less 5 hrs. in upper-division Music electives), 231, 395, 457, 459, 498.
2. Voice: in addition to the Major requirements above (less 5 hrs. in upper-division Music electives), 291, 395, 477, 479, 498.
3. Music Education: MU 151 (8 hrs.), 271, 272, 291, 373, 374; 305, 357, 377, 383, 384, 477, 498; piano, 4 hrs.; voice, 8 hrs.

For Bachelor of Fine Arts (B.F.A.) in Theatre with a concentration in Musical Theatre see THEATRE (TR).

Minor: MU 151 (4 hrs.), 271, 272, 383, 384, 4 hours in applied music.

Computer competency will be demonstrated by successful completion of CS 110.

Outcomes for the Music Major:

1. Place music in proper historical and social context.
2. Define and apply appropriate vocabulary and terminology to music.

3. Demonstrate knowledge of harmony, melody, and rhythm through analysis.
4. Describe the significant characteristics and movements of music.
5. Illustrate the comprehensive knowledge of music through performance.

MUSIC COURSES (MU)

MU 103. Music Fundamentals. (1)

Introduction to the basic elements of music – note-reading, rhythm, and theory. Recommended as preparation for students with little or no music background. I.

MU 107, 108. Introduction to Voice I, II. (1, 1)

Primarily for beginners who desire a knowledge of the technique of singing for voice improvement. No prerequisite.

MU 110. Music Appreciation. (3)

Survey of materials, forms, styles, and contexts to develop a broad understanding of Western classical music. Overview of Western musical styles from the Middle Ages through the 20th Century. No prerequisite. I, II, S. CORE-II.

MU 111, 112, 211, 212. Applied Voice. (1-2)

Technique of singing and its application to individual students. Repertoire as appropriate from standard and contemporary works in English, Italian, German, and French. Prerequisite: permission of instructor.

MU 115, 116, 215, 216. Applied Piano. (1-2)

Bach, two and three-part inventions or equivalent; Haydn and Mozart sonatas; Romantic and Contemporary pieces. Prerequisite: permission of instructor.

MU 119. Beginning Guitar Class. (1)

Class in beginning guitar technique. Rhythm playing, single-string technique and introduction to classical literature. I.

MU 151. Avila Singers. (1)

Avila Singers is a non-auditioned choral ensemble intended for preparation and participation in public performances of sacred and secular choral music. The ensemble is open to all students who wish to sing. May be repeated for credit. I, II.

MU 220. Intermediate Guitar Class. (1)

More advanced technique and study of more advanced classical literature. Prerequisite: MU 119.

MU 231. Accompanying. (1)

Fundamentals of and practical experience in learning and performing accompaniments for singers and instrumentalists. May be repeated for credit.

MU 251. University Singers. (1)

University Singers is an auditioned choral ensemble performing challenging, eclectic literature both on and off campus. Students auditioning for the ensemble should be prepared to sight-read pitches and rhythms. Selection for the ensemble will be based on tone quality, intonation, sight-reading ability, and musicianship. May be repeated for credit. I, II.

MU 271, 272, 373, 374. Music Theory I, II, III, IV. (3-4)

Correlation of written and keyboard harmony, sight singing, and ear training. Lab component required for Music majors and minors. Prerequisite: MU 103 or permission of instructor.

MU 281. Classical Gold (Romanticism). (3)

Study of music from the death of J.S. Bach to the beginning of World War I, with masterworks recognized as Classic and Romantic styles. CORE-II.

MU 283. History of 20th-Century Music. (3)

Survey of the beginnings, history, and importance of 20th-century Western classical music, with an overview of American styles and jazz.

MU 291. Diction. (3)

Study of the sounds and intonation of Italian, German, and French as pertinent to lyric diction. Use of the International Phonetic Alphabet in developing and reading phonetic transcriptions of song texts.

MU 305. Music for the Elementary School. (2)

Procedures and techniques for teaching music in the elementary classroom. I, II, S.

MU 311, 312, 411, 412. Applied Voice. (1-2)

Performance of songs and areas in English, Italian, German, and French. Emphasis on con-

tinuing development of vocal technique.
Prerequisite: permission of instructor.

MU 315, 316, 415, 416. Applied Piano. (1-2)
Advanced technical studies; Bach, *The Well-Tempered Clavier* or equivalent from the Romantic school; concertos, Contemporary pieces, and sonatas. Prerequisite: permission of instructor.

MU 357. Instrumental Methods. (3)
Study of orchestral instruments – winds, strings, brass, percussion – through practical experience in basic performance skills.

MU 375. Counterpoint. (3)
Analysis and writing for two, three, and four voices in the style of 18th-century counterpoint. Prerequisite: MU 374.

MU 377. Analytical Techniques. (3)
Study of structural materials used in composition, including melody, harmony, and form. Analysis of works from the 16th century through the contemporary period. Prerequisite: MU 374.

MU 380. Special Topics. (1-3)
Selected topics to be determined by the department.

MU 383, 384. Music History I, II. (3, 3)
Survey of the great movements in Western classical music through study of significant forms, correlation of historical events with corresponding periods of music, and understanding musical style, with application toward performance. **Meets the Communication Intensive course requirement in the major.**

MU 395. Fundamentals of Conducting. (2-3)
Fundamentals of conducting for voices and for instruments, with and without baton. Introduction of rehearsal procedures and techniques, with appropriate performance materials, style and interpretation.

MU 398. Junior Recital. (2)
Public performance (30 minutes minimum) for the music major in the junior year and recommended for the music minor in the senior year. Prerequisite: departmental approval.

MU 457. Piano Pedagogy. (3)
Principles and techniques for teaching piano; materials used in teaching and experience in practical teaching.

MU 459. Piano Literature. (3)
Important works written for piano from the 18th Century to the present.

MU 477. Voice Pedagogy. (3)
Principles and techniques for teaching singing, through readings, class discussion and practical experience.

MU 479. Voice Literature. (3)
Survey of song literature in English, Italian, German and French, with emphasis on performance and stylistic characteristics.

MU 480. Special Topics. (1-3)
Selected topics to be determined by the department.

MU 490. Directed Studies. (3)
Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: Departmental approval.

MU 498. Senior Recital. (2)
Public performance (45 minutes minimum) for the applied music major in the senior year. **Meets the Capstone course requirement in the major.** Prerequisite: departmental approval.

Natural Science (NS)

The candidate for the Bachelor of Arts degree in Natural Science must complete all the general degree requirements as stated earlier in this catalog.

Natural Science Outcomes:

Upon completing the requirements for the Bachelor of Arts degree in Natural Science, each student should be able to:

1. use a variety of modes of scientific inquiry and reasoning, making use of appropriate mathematical methods and computer tools.
2. effectively communicate ideas and work collaboratively.

3. describe the fundamental structures, processes, concepts and theories in natural science.
4. demonstrate an understanding of the nature and culture of science, to place the scientific enterprise in historical context and to examine connections with technological, political, and ethical perspectives.
5. design and carry out an investigative project.

Major Requirements:

BI 111, 211, 212; CH 131, 137; MA 120 and 121 or MA 241; PH 231, 232; NS 211, 221*, 250*, 311, 497, 499.

*NS 231 may be substituted for NS 221 or 250 unless the student is seeking unified science certification.

Computer competency will be demonstrated by successful completion of CS 110.

Twenty hours of Natural Science, Biology, or Chemistry courses, numbered in the 200 level or higher. Eight credits must be at the 310 level or higher.

Secondary Science Teaching Certification:

Students who wish to teach science in secondary school (9-12) must complete the following program approved by the state of Missouri:

Natural Science Major Requirements.

State Core Requirements: See Education Section.

Education/Psychology requirements: See Education section.

In addition, students must choose from one of the following certification programs:

Unified Science Certification - Biology Endorsement: Permits the student to teach all sciences at the introductory level as well as biology at the advanced level. Additional requirements are BI 220 or BI 330 and 340, BI 250, 310, 312, 345, 360; CH 216.

Unified Science Certification - Chemistry Endorsement: Permits the student to teach all sciences at the introductory level as well as chemistry at the advanced level. Additional

requirements are CH 216, 217, 221, 321, 342, 451; MA 241.

Biology Certification: Permits the student to teach biology at all levels. Additional requirements are BI 310, 312, 345, 1 hour of BI elective; CH 216.

Chemistry Certification: Permits the student to teach chemistry at all levels. Additional requirements are CH 216, 221, 451 or 452, 3 hours of CH elective; MA 241.

General Science Certification: Permits the student to teach all sciences at the introductory level. No additional requirements.

Courses for certification programs may be applied toward the Natural Science major requirements.

A Middle School major with a concentration in sciences is also available. See Education section.

Minor:

PH 117 or PH 231, BI 110 or BI 111, CH 115 or CH 131, NS 211 and NS 311.

NATURAL SCIENCE COURSES (NS)**NS 101. Physical Science. (4)**

Students develop basic conceptual models of physical and chemical phenomena in an activity-based collaborative environment. Topics include the nature of matter, static electricity and magnetism, waves and sound, motion and force, and the small particle model. Laboratory. Prerequisite: MA 91 with a grade of "C" or better, or higher placement. II. CORE-II, odd years.

NS 103. Earth and Space Science. (4)

The course focuses on the universe and the place of the earth within it: the rocks, minerals and fossils that make up the surface of the earth; and the processes which interact to shape the surface of the earth. CORE-II. II, even years.

NS 150. Fossils of Kansas City. (1)

This course provides an introduction to common fossils of the Kansas City area south of the Missouri River. A field trip to collect fossils will be included, and the fossils will be identified by phylum or class. I, even years.

NS 180, 280. Topics in Natural Science. (1)

Presentation and discussion of topics in natural science. Each offering will be titled appropriately. A student may take any number of different topics. I, II, S.

NS 211. Environmental Science. (4)

A study of the basic principles of environmental science with an emphasis on the interaction of humans and the environment. Course topics will include ecology, population, energy, air, and water. 3 hours lecture and 2 hours laboratory per week. CORE-II. II, odd years.

NS 221. Physical Geology. (4)

A non-mathematical introduction to the study of the earth. Topics include minerals and rocks; dynamic internal processes including volcanism, earthquakes, plate tectonics, and mountain building; and surficial processes including erosion by streams, glaciers, and wind. Laboratory instruction in identification and classification of common minerals and rocks; introduction to and interpretation of topographic and geologic maps. 3 hours lecture per week. Laboratory. CORE-II. II, even years.

NS 231. Descriptive Meteorology. (4)

Provides a basic understanding of the atmospheric environment at the introductory level. Scientific principles are applied to our understanding of the atmosphere and its processes. Topics for study include atmospheric composition, winds, clouds, moisture, weather systems, storms, weather prediction, and climate. The student receives an introduction to modern synoptic methods, including data collection, presentation, dissemination, interpretation, and application. Elementary forecasting techniques are discussed. The lab emphasizes the interpretation and use of real-time data, weather maps, charts and graphics; radar and satellite images; and computer forecasting and guidance. 3 hours lecture per week. Laboratory. Basic mathematical skills are required. CORE-II. II, odd years.

NS 250. Astronomy. (4)

An introduction to our past and present knowledge of the universe, the galaxies, the stars and the planets. A description of the natural laws and physical observations which are leading us to an understanding of our place in the cosmos. Laboratory. Co- or Prerequisite: MA 115 or MA 120. CORE-II. I, odd years.

NS 311. History and Appreciation of Natural Science. (3)

A critical analysis of selected historical and contemporary events in science and technology leading to an understanding of the scientific world view, the nature of scientific inquiry and the scientific enterprise, and how science and technology shapes and is shaped by our society. **Meets the Communication Intensive course requirement in the major.** Prerequisites: Biology, Chemistry, and Physics courses of at least 4 semester hours each. I, even years.

NS/BI/CH 495. Internship. (1-4)

A carefully monitored work or service experience, occurring off-campus at an institution or agency specializing in an area relevant to the student's ultimate career goals. The student will meet the intended learning outcomes on what is learned throughout the experience. Students will be notified of their eligibility by their academic advisor.

NS/BI/CH 497. Research I. (1 or 2)

Individual student research on an advanced topic in the student's field, or on a laboratory or field project. Course topics include the use and analysis of primary literature and the peer review process, investigative design, and research methods. This course is to be taken typically during the spring semester of the student's junior year. The nature of the Research I experience will be selected by the student in consultation with, and with permission granted by, the Natural Science faculty. Prerequisite: Junior standing in Biology, Biochemistry, Chemistry, Natural Science, or Premedicine. I, II.

NS/BI/CH 498. Research II. (1 or 2)

A continuation of a laboratory or field project begun in NS/BI/CH 497, Research I. Emphasis will be placed on data analysis and its interpretation. This course is required of any student interested in being considered for departmental honors. Prerequisites: Completion of NS/BI/CH 497, Research I, with a "B" or better; Senior standing in Biology, Biochemistry, Chemistry, Natural Science or Premedicine; recommendation of the Natural Science faculty. I.

NS/BI/CH 499. Research Colloquium and Seminar. (1)

Instruction in the various forms of oral and written scientific communication will be

stressed. Speakers from within the Avila community, as well as guest speakers, will give presentations on topics in their fields of research and study. All students from BI/CH/NS 495, NS/BI/CH 497 and/or 498 will prepare a written scientific paper and an oral presentation on their own topics of research or study. **Meets the Capstone course requirement in the Biology, Biochemistry, Chemistry, Natural Science, and Premedicine majors.** Prerequisite: Successful completion of NS/BI/CH 497 or 498. II.

Nursing (NU)

The candidate for the Bachelor of Science in Nursing must complete all the general degree requirements.

Computer competency will be demonstrated by successful completion of CS 110.

Admission Information

- The Avila University Division of Nursing is committed to non-discrimination and equal opportunity in its admission process.
- Upon attainment of the sophomore status (or the academic year prior to entering the nursing major) written application by the student to the Division of Nursing is to be submitted no later than January 15th prior to the anticipated clinical semester. Applications submitted after this date will be considered on a space available basis.
- Completion of prerequisites to the major (listed below). Transfer prerequisite courses must be approved by the university and the Division of Nursing. Transfer courses in science and ethics courses taken more than ten years ago must be repeated.
- Written notification of acceptance of admission to the nursing major from the Division of Nursing is required.
- First year clinical students must have a current physical examination, a complete health history and meet immunization and other agency requirements *prior* to the beginning of and continuing throughout nursing clinical

courses. Drug screening and criminal disclosure information may be included in these requirements.

- First and second year students must a) hold current certification in BCLS health care provider course; b) submit annual TB skin test results, and c) carry their own health insurance coverage while in the nursing major. A health insurance form must reflect company and coverage and be on file in the nursing office.

Admission Criteria

- Minimum cumulative grade point average of 2.5.
- Obtain a "C" or above in all prerequisite courses. These courses may be repeated only once.
- Completion of prerequisite courses prior to beginning nursing courses.
- Complete application packet submitted to the division by the application deadline. Applications received after the deadline will be considered using the admission criteria on a space available basis.

Additional considerations given to the following:

- Number of credit hours taken at Avila University.
- Essay response and/or interview.
- Academic history with patterns and trends indicating potential for academic success (e.g., successful completion of a full-time semester).
- Full-time, first-time freshmen with a cumulative GPA of 3.5 or above at the time of application to the nursing major will have admission granted provided that all other criteria for admission are met and all other additional considerations are satisfactory.
- The functional abilities (performance standards) required to be successful in the nursing program, with reasonable accommodation. (Contact the Coordinator of Disability Services or the Nursing Division for additional information.)

- Eligibility for licensure. Refer to the Nurse Practice Act in the state in which you anticipate licensure. In Missouri, refer to Sections 335.066 and 335.046 (www.ecodev.state.mo.us/pr/nursing).

Prerequisites for Nursing:

HUMANITIES

Composition (3) (EN 111 or above)
Fund. of Comm. (CO 110) (3)
Ethics (3)

SOCIAL & BEHAVIORAL SCIENCES

Sociology SO 101 (3)
or Anthropology AN 122 (3)
Psychology PY 101, 205 (6)
Quantitative Methods PY/SO 230 (3)
or Statistics MA 155 (3)

NATURAL SCIENCES AND MATH

General Chemistry I, CH 131 (4)
General Biology BI 111 (4)
Human Anatomy and Physiology BI 220 (6)
Finite Math MA 115 (3) or College Algebra MA 120 (3)
Microbiology BI 250 (4)
Statistics MA 155 or
Quantitative Methods PY/SO 230 (3)

OTHER

Nutrition HE/NU 111 (3)
Economics EC 201 (3), EC 202 (3),
or EC 195 (3)

Transfer of Nursing Credits

Previously taken nursing credits will be considered for transfer when the following conditions are met.

1. Full-time enrollment in a nursing program within one year of anticipated enrollment in Nursing at Avila University.
2. A minimum GPA of 2.5 in nursing courses.
3. Upper division coursework taken at accredited (regional and professional) four-year universities.
4. Grade of "C" or better in nursing courses.
5. Avila University admission.

Leave of Absence

1. A student who is maintaining a grade of "C" in theory, and is earning a passing grade in the clinical component of courses within the nursing major at the time of the leave, may be granted a leave of absence for personal problems or health reasons. This leave is not to exceed one calendar year.
2. Students will be granted automatic readmission provided space is available. If changes in the curriculum have occurred students must complete the curriculum effective at the time of readmission.

Withdrawal/Dismissal

1. Students who do not achieve a "C" or "pass" in nursing courses (theory or clinical) or whose cumulative nursing course GPA is below 2.5 may not progress and are dismissed from the nursing major.
2. Students who do not progress in the nursing major may be considered for readmission to the Division of Nursing a maximum of one time. Any subsequent failure to achieve a "C", "pass" or withdraw from a nursing course while not maintaining a "C" or "pass" or cumulative nursing course GPA of 2.5 will result in dismissal from the Division of Nursing without consideration for readmission.
3. All courses in a given level must be completed before progressing to courses in the next level.

Re-admission to the Nursing Major:

1. Students requesting re-admission to the nursing major may obtain an application form from the Division of Nursing office. These forms must be submitted to the Chairperson of the Nursing Admission, Progression and Graduation Committee by January 15 for consideration the following fall semester or August 15 for those wishing to enter the following Spring.
2. Students who are readmitted must complete the same requirements for graduation as other members of the class to which they are readmitted.

Criteria for Completion of the Bachelor of Science in Nursing Degree

1. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.0.
2. Completion of the tests in the major as required.
3. Completion of the following nursing courses (52 hours) in addition to the prerequisite courses listed previously and the university core requirements:

NU 451 (4);	NU 463 (6);
NU 453 (3);	NU 465 (6);
NU 454 (3);	NU 467 (6);
NU 457 (3);	NU 472 (5);
NU 461 (5);	NU 477 (6);
NU 462 (3);	NU 479 (2).

4. Upon completion of graduation requirements, the graduate may apply to take the National Council Licensure Examination (NCLEX) for professional nurses. Licensure applicants must have completed the basic professional curriculum in an accredited school of nursing. Graduation does not ensure licensure eligibility. Certain criminal activity, functional abilities and other applicant information may render a graduate ineligible for licensure. The State Board of Nursing in the state in which licensure is sought will make the decision whether or not to allow an individual to take the licensure examination. For additional information, refer to Sections 335.066 and 335.046 of the State of Missouri Nursing Practice Act. www.ecodev.state.mo.us/pr/nursing
5. See university catalog for additional graduation requirements.

Students may submit a written petition with rationale to the Division of Nursing for special exception to the above policies. The Division will have the right to accept or reject this petition.

Nursing Major Outcomes:

1. Integrate values and beliefs in response to personal beliefs, professional concerns and social issues.

2. Use effective and facilitative communication.
3. Use critical thinking and decision making to:
 - a) assess and analyze family and social health related needs;
 - b) plan and implement nursing interventions;
 - c) evaluate outcomes.
4. Exhibit professional role competencies with an emphasis on the roles of clinician, advocate, educator, leader, manager and colleague.

NURSING COURSES (NU)

Students must provide their own transportation to the health care agencies when enrolled in nursing courses.

Laboratory fees will be charged for all nursing courses in the major.

NU/HE 111. Nutrition. (3)

Basic principles of nutrition and the application of these principles to nutritional requirements of the infant, pre-school child, adolescent, and adult. This course is web-supported. II.

NU 451. Nursing Concepts. (4)

In this Level 1 Nursing theory course students will explore a framework for understanding the client's experience as well as their understanding of self. Content includes, but is not limited to, the following concepts: holism, health, wellness/illness, spirituality, grief and loss, pain, self-concept, body image, and sexuality. Communication, nursing process, teaching-learning, chronicity, rehabilitation, cultural diversity, and aging will also be addressed. **Meets the Communication Intensive course requirement in the major.** Prerequisite: Admission to the nursing major. I.

NU 453. Health Assessment. (3)

(Theory, 2 credit hours/Lah, 1 credit hour). This Level 1 Nursing theory/laboratory course will include interviewing strategies for obtaining health histories, learning physical assessment skills, and learning how to recognize abnormal from normal health assessment findings at varied ages. Prerequisite: Admission to the nursing major. I.

NU 454. Socialization into Nursing. (3)

This Level 1 Nursing theory course will reflect upon the history of nursing as well as current

issues, allowing students to begin developing their own philosophy of nursing as they explore the roles and functions within nursing today. Students will spend time studying the impact of nursing history upon today's practice, and will become familiar with the conceptual framework of this nursing program and nursing theories. Students will begin to recognize how ethics and legalities affect nursing. **Meets the Communication Intensive course requirement in the major.** Prerequisite: Admission to the nursing major. I.

NU 457. Patient Care Skills. (3)
(Theory, 1 credit hour/Laboratory,
2 credit hours).

This Level 1 Nursing course is a laboratory course based on theory which introduces the student to the fundamental skills nurses perform. Primary skills addressed are patient and staff safety, vital sign assessments, body mechanics, hygiene practices, bedmaking, medication administration, intravenous therapy, administration of oxygen, nutritional assistance, assistance with elimination, wound care and comfort measures. Prerequisite: Admission to the nursing major. I.

NU 461. Health Promotion and Risk
Reduction. (5)
(Theory, 3 credit hours/Clinical,
2 credit hours).

This Level 2 Nursing theory/clinical course provides the student with knowledge and understanding of the promotion of health, wellness, disease, and injury prevention. It explores health promotion models, empowerment of self care, epidemiology, screening and prevention tools and also considers motivation for health behaviors including lifestyle choices. Students use health assessment skills to determine levels of wellness and explore methods for promoting optimum levels of functioning for the client. Prerequisite: Level 1 nursing courses. II.

NU 462. Research in Nursing. (3)

This Level 2 Nursing theory introductory research course focuses on the research process in nursing. Emphasis is on the role of clinical research in nursing, the scientific research process, steps in the research process, and types of nursing research. Research designs, methods of data collection, measurement and sampling, analysis of research data, and interpreting and

evaluating nursing research reports will also be discussed. **Meets the Communication Intensive course requirement in the major.** Prerequisites: Level 1 nursing courses, NU 461, NU 463. I.

NU 463. Episodically Ill Adult. (6)
(Theory, 4 credit hours/Clinical,
2 credit hours).

This Level 2 Nursing theory/clinical course will address the nursing care of the episodically ill adult. All parts of the nursing process will be utilized in the care of the client and significant others. The course provides beginning experience in case management. Pharmacology and pathophysiology will be integrated. Prerequisite: Level 1 nursing courses. II.

NU 465. Mental Health Nursing. (6)
(Theory, 4 credit hours/Clinical,
2 credit hours).

This Level 2 Nursing theory/clinical course will prepare the student to use human behavioral, developmental and psychiatric theory as foundational knowledge for nursing process and practice. Therapeutic use of self and available environment are developed as a means to effect constructive changes in client's and family's responses to psychological life stressors. Pharmacology and pathophysiology appropriate to content will be integrated. Prerequisites: Level 1 nursing courses, NU 461, NU 463. I.

NU 467. Continuum of Care for the
Adult. (6)
(Theory, 4 credit hours/Clinical,
2 credit hours).

This Level 2 Nursing theory/clinical course will address the nursing care of the chronically ill adult throughout the continuum of care. All parts of the nursing process will be utilized in the care of the client and significant others. The course provides experience in case management with emphasis on gerontology and rehabilitation. Pharmacology and pathophysiology will be integrated. Prerequisites: Level 1 nursing courses, NU 461, NU 463. I.

NU 472. The Vulnerable Family. (5)
(Theory, 3 credit hours/Clinical,
2 credit hours).

This Level 3 Nursing theory/clinical course will address the nursing care of the vulnerable and/or high-risk child-bearing/child-rearing

family. All parts of the nursing process, pharmacology, and pathophysiology will be integrated as appropriate for the content. Prerequisites: Level 1 and 2 nursing courses. II.

NU 477. Professionalism in Nursing: Societal Health and Practice. (6)
(Theory, 4 credit hours/Clinical, 2 credit hours).

This Level 3 Nursing theory/clinical course creates an opportunity through which students will develop their professional nursing role within society and practice. Students will continue to refine their philosophy of nursing as it relates to leadership within the profession. As students are exposed to different professional leadership roles within nursing they will determine how to best demonstrate their own leadership styles. Students will gain overall understanding and approach to a broader view of "client" which includes special populations and aggregates as well as the community as a whole. Clinical application and synthesis of theories will allow students to apply leadership skills as they address the concept that the community is more than a sum of its' parts. Students will assess the community and apply the nursing process in diagnosing, planning and development of programs to meet the community's needs as well as ways to evaluate their effectiveness. **Meets the Capstone and Communication Intensive course requirement in the major.** Prerequisites: Level 1 and 2 nursing courses. II.

NU 479. Clinical Internship. (2)

In this Level 3 Nursing clinical course students will spend a concentrated time period in a selected area of focus functioning in the capacity of a beginning staff nurse. This course is graded credit/no credit. Prerequisites: Level 1 and 2 nursing courses. II.

NU 490. Directed Study. (1-3)

The student independently pursues an approved and directed in-depth study of a specific area of nursing. Admitted nursing majors only. I, II.

Philosophy (PL)

No Major is offered.

Minor: Eighteen hours of Philosophy; twelve hours must be 200-level courses or higher.

PHILOSOPHY COURSES (PL)

PL 111. Introduction to Philosophy. (3)

Critical examination of Eastern and Western answers to eternal questions, such as, How should I live? What is really real? and Is there a God? The students reflect upon their own life experiences in light of the philosophies studied and articulate their own philosophy of life. CORE-II.

PL 113. Logic. (3)

The study of informal logic: how to argue cogently and to detect fallacious reasoning. Basic elements of symbolic logic are introduced.

PL/RS 221. The Existence of God. (3)

Classical and contemporary arguments for establishing the existence of God. Contemporary concepts of God and other related issues such as evil and immortality.

PL/WS 226. Women Philosophers. (1-3)

Critical examination of contemporary women philosophers on a wide variety of subjects: nature and values, social and political philosophy, law, religion and ethics. These writings present a woman's perspective and encourage women to value and trust their experiences and ideas.

PL 255. Ethics. (3)

Critical examination of contemporary moral issues in light of underlying values, components of moral decision-making, and standard ethical theories. The students reflect upon their own life experiences in light of the ethical theories and articulate their own ethical system. CORE-II.

PL/GS 313. Ethical Issues of Aging. (1)

Focus on the ethical issues related to aging in contemporary society.

PL/GS 314. Death and Dying. (1)

Focus on the skills and knowledge needed to help people participate as informed, reflective adults in those life passages that deal with their own mortality and that of other human beings.

PL 311. Existentialism. (3)

Critical examination of the ideas of existence, freedom, relationships, and anxiety in the works of contemporary existentialists. Prerequisite: one lower-division philosophy course.

PL/IS 312. Bioethics. (3)

Critical examination of the major bioethical issues from the perspective of biology and philosophy. The multiple viewpoints are studied and weighed in light of one's own value system. Research and discussion are essential components of the course. Prerequisites: BI 110 or 111, or 211 or 212 or 220; PL 111 or 255. CORE-II and CORE-III.

PL/IS 338. Knowing Reality. (3)

This course continues the search of philosophers and scientists to "know reality." Three questions are critically examined: 1) How do we know what we know? 2) What standards are used to judge "knowing"? 3) How is "knowing" related to "reality"? Students are encouraged to ponder anew the complexities and contradictions in "knowing reality" and to articulate their own view of what it means to know what is real. Prerequisites: one course in philosophy and one course in natural science. CORE-II and CORE-III.

PL 355. Philosophy of the Human Person. (3)

Critical examination of the philosophical theories of human nature as presented in the works of specific philosophers from the ancient, medieval, modern, and contemporary world. Prerequisite: one lower-division philosophy course.

PL 380. Special Topics. (1-3)

Selected topics to be determined by the department.

Physics (PH)

No Major or Minor is offered.

PHYSICS COURSES (PH)**PH 117. Physics Concepts. (4)**

Development of basic conceptual models of physical phenomena including light and color, waves and sound, electricity, and atomic phenomena in an activity-based, collaborative environment. **Designed for radiologic science majors.** Corequisite: MA 115 or 120 or higher placement. I. CORE-II.

PH 180, 280. Topics in Physics. (1-3)

Presentation and discussion of physics topics. Each offering will be titled appropriately. A student may take any number of different topics. Prerequisites vary with the topic being presented. I, II, S.

PH 231. General Physics I. (5)

An activity-based, collaborative approach to the development of conceptual and mathematical models of physical phenomena as well as scientific reasoning skills. Modern computer tools are used throughout. Topics include motion, force, energy and momentum, and thermodynamics. Laboratory. Prerequisites: MA 120 and 121 or consent of instructor. I.

PH 232. General Physics II. (5)

Continuation of PH 231. Topics include waves and sound, light, electricity and magnetism, and nuclear phenomena. Laboratory. Prerequisites: MA 120 and 121, PH 231, or consent of instructor. II. CORE-II.

PH 280. Special Topics. (1-3)

Selected topics to be determined at the discretion of the department.

Political Science (PS)

The study of Political Science is the study of government and its impact on the human community. The range of analysis includes international, national, state, and local levels of organization as well as the interaction between them. This program prepares the student for entrance into various areas of the political system, the private sector, law and the international community. A student may opt for the general PS major or add a concentration in Pre-Law.

The candidate for the Bachelor of Arts degree in Political Science must complete all the general degree requirements as stated earlier in this catalog.

Computer Literacy: Fulfilled by CS 110 - Understanding Computers (3).

In addition to the general education requirements, the following courses in the Major must be completed.

Major:

39 PS hours, including these required courses: PS 120, 230, 231 or 332, 315 or 335, 320, 324 or 326, 340 or 341, 397, 420, 451.

Related Requirements:

All PS majors are also required to take: EC 195, EN 112, SO 101 or PY 101, SO 231 and EN 213.

Pre-Law Concentration:

General PS requirements and related requirements plus PS 231, 332, and nine additional hours selected from the following courses: PS 232, 334, 335, 337, 344, 345, 391 or 392.

Political Science majors and minors must receive a grade of "C" or above in all major courses, including related requirements.

Political Science Outcomes:

The political science major at Avila University seeks to provide students with a well-rounded liberal arts education, concentrating on critical thinking, reading, writing and verbal communication skills, in addition to the substantive content outlined below. Each program goal is supported by one or more narrowly focused and measurable program outcomes. The outcomes will be assessed through course work; each student graduating with a major in political science will be expected to have achieved each outcome. While many of the outcomes are addressed in a variety of courses, those courses that are specifically designed to address various outcomes appear in parentheses.

Goal: Students will appreciate the broad nature of governance and representation, and be able to meaningfully apply those principles to historical and current events.

Outcomes:

- Students will understand the interaction of economy, government structure and culture, and the resulting impact on political systems and actors (PS 120, 315, 320, 340, 341 and 346).
- Students will be able to differentiate and apply ancient and modern political theories to historical and current political situations (PS 120, 420).
- Students will appreciate cultural differences between and within nation-states, and the cor-

responding challenges associated with governance. (PS 120, 315, 327, 334, 335, 340, 341 and 346).

Goal: Students will be familiar with and able to apply both dominant and marginal theories and models of political science.

Outcomes:

- Students can identify and explain a number of institutional and behavioral theories and models associated with the study of American government and politics. (PS 120, 220, 231, 320, 322, 324, 326 and 346).
- Students can identify and explain theories and models pertaining to world politics and international relations. (PS 340, 341 and 346).
- Students will have a working understanding of how law and society interact and are mutually dependent. (PS 120, 232, 332, 334, 335 and 344).

Goal: Students will be able to interpret and engage in scholarly social science research in order to more fully understand and analyze political activity and circumstances.

Outcome:

- Students will understand the nature and importance of the scientific model, as well as theoretical and empirical traditions in political science research and the normative underpinnings associated with them. (PS 230, 397, 420 and 451).

Minors:

(Students may not receive more than one of the following minors)

Political Science Minor: PS 120 and 15 semester hours of PS courses to include at least 9 hrs. at the 300 level or above.

Pre-Law Minor: The pre-law minor seeks to provide a vehicle for non-political science majors who may be interested in law school to learn about the law. All pre-law minors must take PS 120, 231, 332 and 9 additional hours selected from the following courses: PS 232, 334, 335, 337, 344, 345, 391 or 392.

POLITICAL SCIENCE COURSES (PS)**PS 120. American National Government. (3)**

The structure, function, problems and accomplishments of American government at the federal level including discussions of the Federal Constitution and Missouri Constitution. I, II. CORE-II.

PS 220. State and Local Politics. (3)

The relationship that exists in and between state and local governments. Powers of governors and mayors, forms of governments, and timely issues explored. Regional politics and future scenarios analyzed.

PS/SO 230. Quantitative Methods. (3)

An introductory course in applied statistical techniques used in the social and behavioral sciences. Topics include descriptive statistics such as measures of central tendency and measures of dispersion. Special attention will be given to a systematic discussion of some widely-used inferential statistics such as Chi-square, analysis of variance, and regression. Prerequisite: Any college level course in mathematics. I, II.

PS 231. American Justice System. (3)

Introduction to the American court system at the federal and state levels including judicial process and legal decision-making. Examination of judicial selection processes and the impact of the American judiciary on public policy. I, alternate years.

PS/LG 232. Introduction to Legal Research and Writing. (3)

A hands-on experience with legal research sources, procedures, strategies and legal writing style. II.

PS/GS 309. Long Term Care Administration. (3)

This course pursues an interdisciplinary approach to the study of managing long term care facilities. Historical, management, legal, financial and personnel aspects are emphasized. Alternate years.

PS/GS 310. Federal/State Programs for Older Adults. (1-3)

An examination of federal and local, social and financial programs available to the elderly. Topics include national health insurance, legal

services, home health care, strategies for effecting legislative priorities. Alternate years.

PS/WS 316. Women in Politics. (3)

Study of the basis of female participation in the American political process, who participates and why, political issues relevant to American women's power and minority status.

PS 320. Public Policy. (3)

The process of public policy making. How government bodies determine what a public problem is; how they formulate, implement and evaluate policy. Course will also include case studies. I.

PS 322. Elections and Voting Behavior. (3)

Structure and function of the American Electoral system and factors that influence voters decisions. Impact of political parties, interest groups and public opinion on the electoral process. I, alternate years.

PS 324. The American Presidency. (3)

An analysis of the Presidency as a key institution in the American system. Case studies will be presented to illustrate the contribution certain Presidents have made. I, alternate years.

PS 326. The American Congress. (3)

A discussion of the role and function of the American Congress. Attention to be focused on the policy process. The Congress will be compared with other legislatures and evaluated on the basis of its ability to serve its purposes. II, alternate years.

PS 332. Constitutional Law I. (3)

Principles of the American political system as prescribed by the Constitution and interpreted by Supreme Court decisions. Emphasis on the institutions of government and the relationship between the three branches at the national level. I, alternate years.

PS 334. Constitutional Law II. (3)

Constitutional protections both from and of government with emphasis on Supreme Court decisions defining fundamental liberties, property rights and the requirements of substantive due process. II, alternate years.

PS/WS 335. Legal Rights of Women. (3)

This course is designed to introduce students to feminist jurisprudence and the role of women in

the law through an examination of feminist legal and political theory. We explore the ways in which traditional gender roles and expectations have come to shape women's rights in both criminal and civil law. Students will come to understand and appreciate the history of women's unequal treatment in law, as well as contemporary issues regarding women and the law. Topics include reproductive rights, statutory rape, domestic violence, pornography and issues involving work outside the home. Attention is paid to the ways in which traditional norms involving race, class and gender are reinforced in popular culture, which often serves as a barrier to meaningful change.

PS 337. Topics in Law. (1-3)

Selected topics dealing with specific, contemporary, legal issues.

PS 340. Comparative Politics. (3)

A comparative analysis of the dynamics of various political systems and cross national political behavior with emphasis on the basic concepts of comparative political study. Selected political systems from various regions of the world-Western Europe, Latin America, Middle East, Africa, Russia-will illustrate the concepts.

PS 341. International Relations. (3)

Study of the development of the international state system and the interaction between particular political systems and regions. International law and organizations, the role of nationalism and ideology in determining foreign policy and political, social and environmental problems in the international arena are among some of the topics discussed.

PS/SO 344. Criminal Law. (3)

Distinction between criminal and civil law, the role of different participants in the criminal justice system, classification of crimes by state and federal standards, stages of criminal prosecution, constitutional rights and limitations. II, alternate years.

PS 345. Introduction to Litigation. (3)

An overview of the civil litigation process including a study of the rules of civil procedure and the rules of evidence. Emphasis will also be placed on the development of skills involved in simple litigation matters including the preparation of pleadings, motions and discovery requests. I, alternate years.

PS 346. American Foreign Policy. (3)

Analysis of the making of U.S. foreign policy, policy outcomes and the relationship of the major participants in the formation of policy. Case studies will be examined in their historical context. II, alternate years.

PS 380. Topics in Political Science. (1-3)

Selected topics dealing with current problems in the area of political science.

PS 391. Mock Trial Techniques and Procedures. (2)

This course is designed to complement the mock trial competition experience at Avila. Attention is paid to the formulation and delivery of litigation techniques and the accepted procedures in mock trial competition. Students have the opportunity to write and present opening statements, direct examinations, cross examinations and closing arguments, as well as offer evidence and use demonstrative exhibits. Emphasis is placed on some of the most common courtroom rules and objections and on development of effective advocacy for both sides of a hypothetical case (either civil or criminal). I.

PS 392. Mock Trial Competition. (1)

This course provides an opportunity for a student to compete in a number of intercollegiate mock trial tournaments as a member of the Avila University Mock Trial Team. Students will learn advanced preparation and litigation skills in order to perform well for tournament judges. Between two and five American Mock Trial association sanctioned tournaments will be attended in addition to local scrimmages. Prerequisite: PS 391. May be repeated for credit. II.

PS/SO/SW 397. Research Methods. (3)

Introduction to methodology and techniques; formulation of research problems; study design; hypotheses; sampling; measurements; questionnaire construction; interviewing and data collection; processing and tabulation analysis and interpretation; presentation of findings. **Meets the Communication Intensive course requirement in the major.** Prerequisite: consent of instructor. I.

PS 420. Political Philosophy. (3)

A survey of the origins of political theory from the Ancient-Medieval period of political philos-

ophy to contemporary political ideologies. Specific political philosophers are examined including Plato, Aristotle, Machiavelli, Locke and Rousseau; as well as the political ideologies of Liberalism, Conservatism, Marxism and Fascism. Prerequisite: 3 hours of PS coursework.

PS 451. Scope and Methods of Political Science. (3)

A capstone course which explores the theoretical foundations of political science as related to the major fields of research and methodological applications including critiques of various analytical models and research designs in the study of political phenomena. **Meets the Capstone course requirement in the major.** Prerequisite: PS 397. II.

PS 490. Directed Readings. (1-3)

Specialized assignment worked out between the faculty member and the student. Prerequisite: 6 hours in PS and consent of instructor.

PS 495. Internship. (1-15)

An opportunity to gain first-hand experience by working in a governmental agency or law office. Opportunities also exist for the student to do their internship through the Washington Center in Washington D.C..

Pre-Law

This area of study is intended to acquaint the student with the legal system in a general manner as well as several areas of law and legal analysis. A student involved in Pre-Law coursework might be interested in law school and/or working in the judicial system.

For required coursework, please see the Political Science major/minor.

Premedicine

This major is designed to help prepare a student for admission into medical, dental, veterinary, optometry, chiropractic, podiatry, and pharmacy schools. The special entrance requirements of the professional schools to which the student

may later apply are considered when electives are chosen.

Premedicine Outcomes:

Upon completing the course requirements in the Premedicine Major, each student should be able to:

1. Demonstrate a working knowledge of the basic principles of biology, chemistry, and physics.
2. Apply scientific knowledge to solving problems.
3. Understand ethical issues in science and health care.
4. Demonstrate the clear communication of the basic principles of science through speaking and writing.

Computer competency will be demonstrated by successful completion of three hours of CS 110. The candidate for the Bachelor of Science Degree in Premedicine must meet the following requirements:

1. Completion of at least 128 semester hours of academic work with a minimum grade point of 3.25.
2. Completion of the final 30 hours at the university.
3. Completion of at least 12 hours in the major at the university at the 300 and 400 level.
4. Completion of the general degree requirements as stated earlier in this catalog.

The following courses in the premedicine major must be completed:

BI 111, 211 and 212, three of the following biology courses: BI 220, 250, 312, 330, 340, 345; CH 131, 137, 216, 217, 221, and 342; CS 110; HE 101; NS/BI/CH 497, 499; PH 231, 232; MA 241; EN 111 and 112; PL 255.

NO MINOR IS OFFERED.

Post-Baccalaureate Program

Avila University has a Post-Baccalaureate Program to help prepare students with a baccalaureate degree in a nonscience field to obtain the

science courses and academic advising to gain admission to a Health Professions School. The Prehealth Professions Advisor works with each Post-Baccalaureate student to plan the student's individual program of study.

University of Health Sciences – Avila University Partnership

First year Avila University students who have an ACT composite score of 26 or higher are eligible to apply for one of two openings each year in the medical school class at the University of Health Sciences College of Osteopathic Medicine, UHS. The students for this special program will be interviewed and selected at the end of their first year at Avila. If the students who are accepted maintain an overall GPA of 3.25 and a science GPA of 3.5, they will be able to start medical school at UHS during their senior year at Avila.

Psychology (PY)

Psychology is the scientific study of theories, tools, perspectives and methods used by psychologists to describe, explain, predict and/or influence behavior. Students majoring in the field will develop an understanding of the complexities regarding the human condition while studying how to facilitate change. The Psychology Department encourages students to assess and explore themselves as well as others in order to perceive and act on reality most compassionately and responsibly.

Avila psychology majors will learn to approach life as “scientist-practitioners,” competently and confidently reflecting on lessons learned from coursework, independent research and/or field experiences. The Avila psychology major will focus on exploring the human condition in a variety of contexts, at both an individual and systems level.

The Psychology Club and Psi Chi offer psychology majors many opportunities to volunteer for extracurricular activities, such as collaborative learning projects with high school students, field trips, and/or movie reviews. We have a strong and active teacher-student mentoring program, with practicum classes designed to

help students reach their potential and achieve their life goals, whether in a graduate program or work place.

We recognize psychology as applicable and useful in almost all occupational settings. In line with this understanding, we offer three areas of concentration, each designed to prepare students for their future goals:

- (1) Human Behavior Concentration – Designed for students interested in a liberal arts bachelors degree comparable to that found in most universities.
- (2) Organizational Dynamics – Designed for students interested in a career in the work place, particularly careers in human resources and/or customer service areas.
- (3) Research Concentration – Designed for students interested in graduate level work and a professional career in psychology. Students must apply for acceptance into the research concentration after completing PY 335. Minimal requirements for acceptance into the research program include: (a) completion of six hours of coursework at Avila, (b) a 3.25 cumulative grade point average, (c) a B grade in PY 335, and (d) recommendation of their advisor.

Requirements for the Psychology Major:

The candidate for the Bachelor of Arts degree in Psychology must complete all of the General Degree requirements stated in this catalog. In addition, students must complete the following Psychology Major core course requirements as well as requirements in a selected area of concentration.

Note: ALL required majors courses – both core and concentration – must be completed with a grade of “C” or better.

Psychology Major Core Course Requirements:

The psychology major “core” consists of twenty-four credit hours in the following eight courses: PY 101, 201, 203, 205 or 220, 310, 316, 335, 485.

Human Behavior Concentration: In addition to the 24 hours of core course requirements, students must complete the following: PY 224, 320, 350 and six hours from PY 235 or any upper level PY courses.

Organizational Dynamics Concentration: In addition to the 24 hours of core course requirements, students must complete the following: PY 224, 360, 370 and six additional hours from PY 235 or any upper level PY courses.

Research Concentration: In addition to the 24 hours of core course requirements in the major, students must complete the following: PY 320, 335, 350, 497, 498, and six hours from PY 235 or any upper level PY courses. Please note that PY 335, Statistics and Research I, must be completed before a student enrolls in PY 498, Independent Research.

Minor:

PY 101, 201, 310 plus 9 elective hours selected with consent of the minor advisor, three from 201-299, six from 301-499.

PSYCHOLOGY COURSES (PY)

PY 101. General Psychology. (3)

An introduction to the theories, methods, and perspectives that psychologists use to describe and explain behavior, and mental processes in context, and experience. I, II. CORE-II.

PY 201. Theories of Personality. (3)

The scientific study of the whole person, integrating theory and research. Prerequisite: PY 101. II.

PY 203. Cognitive Psychology. (3)

A general overview of classic and current research in cognitive processing. Topics to be covered include: attention, memory, problem solving, reasoning, conceptual thinking and mental strategies involved in language expression and comprehension. I.

PY 205. Human Growth and Development. (3)

A survey of the main patterns of growth and development of the person over the life span; emphasis on the social, intellectual, emotional and physical development of the person. II, S, even years.

PY 220. Child and Adolescent Psychology. (3)

A study of the biological, cognitive, social and emotional development of children and adolescents. I.

PY 224. Human Relations in Organizations. (3)

A hands-on examination of the principles and tools used to effectively confront and respond to interpersonal issues in the workplace. Students will explore individual differences in interaction, communication, motivation, attitude, learning styles and productivity in the context of teamwork. I, odd years.

PY/ED 229. Developmental and Educational Psychology. (3)

An in-depth exploration of learning and motivation theory, cognitive, moral, psychological, and physical development. Additional topics include a self-study, an examination of social-emotional difficulties of children, and the influence of classroom environment on learning. I, II.

PY/ED 235. Psychology of the Exceptional Child. (3)

Designed to provide an introduction to the various areas of exceptionality (gifted, mentally retarded, learning disabled, behavior disordered, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. I, II.

PY/AR 251. Introduction to Art Therapy. (3)

The historical foundations of the profession of art therapy, including the development of the field and what has influenced its past as well as future directions, and study of managed care, multicultural, ethical and other current influences. The benefit with various populations and settings in which art therapies work, reinforced with visits from local art therapists. Review of what is required to become a Registered Art Therapist. Prerequisites: PY 101 and 201. I.

PY/GS 304. Psychology of Aging. (3)

Study of the psychological changes and adjustments necessitated by aging. Changes in cognition, role and personality reflecting advancing

age. Presentation of current theories and research on aging. II.

PY 310. Abnormal Psychology. (3)

A general overview of the etiology, characteristics and determinants of functional and organic deviations of normal behavior; general information about the therapeutic approaches; the study of the role of behavioral sciences in community mental health action. Prerequisites: PY 101, 201 or consent of instructor. I.

PY/WS 312. The Psychology of Women. (3)

This course explores how women have traditionally been represented in psychology. We will discuss biological, psychological and social influences which contribute to gender differences in experience. The class will focus on women's diversity with respect to race and ethnicity, sexual orientation and age. CORE-II. I, even years.

PY/WS 314. Psychology of Gender. (3)

An exploration of various perspectives on the role of gender in the formation of individual identity, as well as the interrelationship between gender identity and society. I, odd years.

PY/SO 316. Social Psychology. (3)

Study of the formation, structure and functioning of groups including an analysis of group processes and group products in relation to the individual: attitudes, beliefs, perception of self and others. Prerequisite: SO 101 or PY 101. I, II.

PY 317. Adult Development. (3)

This course provides an overview of the theories and research addressing development during the young and middle adulthood years. This course will address cognitive, social and physical aspects of development. I, odd years.

PY 320. Current Trends in Psychotherapy. (3)

A survey of the techniques and major systems of psychotherapy. Prerequisites: PY 101, 201, 310. II.

PY 332. Health Psychology (3)

This course focuses upon the description, treatment, and prevention of major health problems, particularly the evidence that strongly implicates individual behavior (psychology of the

person) and the lifestyles as relevant issues in illness/wellness. I, odd years.

PY 335. Statistics & Research Methods I. (3)

This course will survey descriptive and experimental research methods in psychology. Students will be introduced to the process of generating research questions, designing a project to address the question, analyzing the results and drawing conclusions. **Meets the Communication Intensive course requirement in the major.** Prerequisites: PY 101, must be taken prior to PY 498. I.

PY 350. Biological Bases of Behavior. (3)

Biological psychology seeks to explain behavior in terms of its physiology, its development, its evolution, and its function. An introduction to the biological mechanisms most relevant to key issues in psychology. II.

PY/AR 359. Art as Therapy. (3)

Exploration of techniques of art useful for facilitating self-expression and communication. Demonstration of how art promotes both personal and group understanding. Investigation of symbolic meaning in art and understanding of how art can lead to behavior change and self-understanding. Useful for artists and classroom teachers, as well as for therapists who work with groups of children or adults. Prerequisite: PY 101.

PY 360. Applied Industrial/Organizational Psychology. (3)

A study of the challenges and solutions that involve psychology in the contemporary workplace, particularly *systems* issues related to organizational productivity, quality of work product, and quality of work life. I.

PY 370. Solving Problems in the Workplace. (3)

An examination of facilitation methods and intervention strategies designed to enhance change in organizations. This course will translate theory into practice, focusing on practical problems provided by local organizations. Prerequisite: PY 224 or 360. II.

PY 380. Special Topics in Psychology. (1-3)

Psychological principles applied to current dilemmas in American society. Specific topics

change each semester. Prerequisites: PY 101, 201, or consent of instructor. I, II, S.

PY 383. Human Behavior & Addiction. (3)

The focus of this course is to investigate and understand the addictive process; that is, the origin, course, maintenance and consequences of uncontrolled thought, feeling or behavior. Addictions to be studied will include food, cigarette, alcohol, legal/illegal drugs, gambling, etc. The students will be exposed to the impact of addictive behavior upon individuals, families and larger social groups. II, odd years.

PY 390. Directed Study. (1-3)

Opportunity for student to explore a topic of interest in depth. Prerequisites: 30 hours in Psychology and consent of instructor. I, II, S.

PY 485. Practicum. (3)

This course combines a *field placement* experience with a *weekly seminar* focused on the development of professional behavior. Prerequisite: 30 hours in Psychology. **This course meets the Capstone course requirement in the major.** I, II.

PY 497. Statistics & Research Methods II (3)

Students will learn to use and interpret more advanced research methods and statistical analyses, including multivariate designs, factor and cluster analyses and meta-analyses. In addition, a primary requirement is for students to complete a detailed proposal for a research project that they will carry out in PY 498. Prerequisite: PY 335. II.

PY 498. Independent Research. (2)

Students will carry out the research project they proposed in PY 497. This includes data collection, analysis (using SPSS), interpreting results and drawing conclusions. The final paper is to be written in APA style. Students will also be required to give an oral presentation of their project. Prerequisite: PY 497. I.

Radiologic Science (RT)

The candidate for the Bachelor of Science degree in Radiologic Science will complete

requirements that lead to certification in Radiography.

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

Persons who have completed or are currently enrolled in Radiologic Science Programs elsewhere are eligible for admission to the upward mobility program leading to a Bachelor of Science degree in Radiologic Science. Formal acceptance into the upward mobility program will not be given until the student has successfully passed the Registry exam given by the American Registry of Radiologic Technologists. The student must then submit evidence of completion by official notification from the A.R.R.T. to the university Registration and Student Records Office.

The mission of the Radiography program is to graduate students who possess entry-level skills for employment in a Radiology department.

Radiologic Science Goals:

The goals of the Avila University Radiologic Science program are:

1. Provide the knowledge base, skills, and professional values necessary for students to achieve the required competencies and effective communication skills for working in the field of radiology.
2. Assist students in developing the skills necessary to provide quality care for patients in an environment that respects the dignity, worth, and diversity of each individual.
3. Provide resources that will promote the development of skills to enable students to master their individual educational plans and introduce the concept of life-long learning.
4. Promote the development and use of critical thinking and problem-solving skills in the areas of radiology that may be used in life settings.

Radiologic Science Outcomes

Avila University Radiologic Science Program will graduate students who have:

1. Mastered the required competencies, effective communication skills, and professional values for success in working in the field of radiology.
2. Developed the skills necessary to provide quality care for patients in an environment that respects the dignity, worth, and diversity of each individual.
3. Mastered their individual educational plans and received in introduction to life-long learning.
4. Developed and demonstrated critical thinking and problem-solving skills applicable to the field of radiology and beyond.
4. Complete at least 36 hours of college credit including the following prerequisites (must earn at least a "C" in all prerequisite courses):
 - a. BI 111
 - b. BI 220
 - c. PH 117
 - d. HE 124
 - e. MA 120
 - f. CH 115 or 131
5. If there are more than twenty-four students that have applied for the radiography major (in any one year) then the top twenty-four students will be selected based upon a review of college grade point average.

Radiography Program

Avila University and numerous Greater Kansas City area hospitals, cooperatively offer a four-year integrated radiography program. Those who have been accepted into the major and have met requirements for the clinical portion of the program will begin the major during the spring semester of their sophomore year.

Admission of Generic Students to the Radiography Program

1. Receive acceptance into Avila University by the Admissions Office.
2. Have an interview with the Radiography Program Director.

Admission of Generic Students to the Clinical Portion of the Radiography Program

1. The student will first apply and receive acceptance to the university for general admission.
2. A student who begins Avila University as a first-time, first-year student is given priority over transfer students for admission to the clinical portion of the major.
3. A transfer student will not be considered for admission into the Radiography major, unless they are enrolled at Avila during the semester prior to the beginning of the major. The major courses begin each January.

6. A candidate for the clinical portion of the Radiography program must meet the following criteria:
 - cumulative minimum college G.P.A. of 2.5
 - a "C" or above is required for all courses in the major
 - any course may be repeated only once
 - completion of all prerequisites and sophomore standing
 - completion of visits to the clinical sites in the program
 - interview with the program faculty
7. Complete health history, mandatory drug screening, physical examination with required immunizations and technical standards form. Students must also complete any requirements that the clinical sites have established for students. All students must have health insurance.

Admission of Registered Radiographers to the Upward Mobility Program

1. Receive acceptance into Avila University by the Admissions Office.
2. Evidence of Certification by the American Registry of Radiologic Technologists.
3. A student in the upward mobility program is limited to taking only 9 credit hours before evidence of certification by the A.R.R.T. is required. The student may not continue in the program unless they are registered technologists.

The candidate for the Bachelor of Science Degree in Radiologic Science (radiography track) must meet all requirements listed below:

1. Completion of academic work with a minimum cumulative grade point average of 2.0.
2. Completion of the general degree requirements as stated under the academic policies and procedures.
3. Maintain a "C" or above in all Natural Sciences, Mathematics, Allied Health and Radiologic Science courses. These courses may be repeated only once to obtain the minimum grade of "C".
4. The following courses in the Radiologic Science major must be completed:
Natural Sciences, Computers, and Mathematics
Biology: BI 111, 220, 325 (13)
Chemistry: CH 115 or 131 (4)
Computer Science: CS 110 (3)
Mathematics: MA 115 or 120 (3)
Physics: PH 117 (4)
HE 124 (2).
Radiologic Science (Radiography)
RT 451*, 452*, 453*, 454**, 455**, 456, 457**, 458**, 459, 460*, 461*, 462*, 463*, 464*, 465*, 466*, 467*, 469, 488*, 499 and 8 hours of course work approved by the student's advisor.

N.B.

Registered Radiographers receive credit for all of the starred (*) courses totaling 46 hours. Courses that are (**) may be challenged through examinations.

Upon satisfactory completion of the American Registry of Radiologic Technologists examination in Nuclear Medicine; or Radiation Therapy, 13 credit hours will be awarded in lieu of** courses required for the BSRT degree. Upon satisfactory completion of the Diagnostic Medical Sonography Registry in Physics and one other section (i.e. Abdomen, OB/GYN, Vascular, Neurosonography or Echocardiography) 12 credit hours will be awarded in lieu of** courses.

Upon satisfactory completion of the ARRT exam in MRI, CT, or CVT the student may take in place of RT 456 Radiologic Science III and RT 469 Cross-Sectional Anatomy, five credit hours or more in upper division course work (>310) as approved by the advisor.

5. Computer competency will be demonstrated by successful completion of CS 110 or equivalent.
6. Radiologic Science majors may also earn minors in several different areas. The student should consult the catalog for additional information.

RADIOLOGIC SCIENCE COURSES (RT)

RT 451. Introduction to Radiologic Science. (3)

An overview of the radiologic technology profession, its history, and the criteria for success in the profession. Basic introduction to the effects of radiation, radiation monitoring and protection for personnel and patients, and radiographic imaging. Study of patient assessment and basic nursing skills necessary to provide for patients' physical and emotional needs, including safety procedures used during radiographic examinations. Three hours lecture per week. Prerequisite: acceptance to major. II.

RT 452. Radiographic Procedures I. (4)

Introduction to radiographic procedures, basic terminology, topographical landmarks, and examinations of the chest, abdomen, and extremities are studied. Correlation of theory and practical application in the laboratory. Three hours lecture, one hour laboratory per week. Prerequisites: BI 220, with a minimum grade of "C". II.

RT 453. Radiographic Procedures II. (4)

Review of anatomy and terminology pertinent to the digestive, urinary and biliary systems, and the study of procedures, positioning and contrast media used in radiographic examinations of these systems. Introduction to tomography is included. Correlation of theory and practical application in the laboratory. Three hours of lecture and laboratory per week. Prerequisites: BI 220. II.

RT 454. Radiologic Science I. (3)

Fundamentals of x-ray production, properties of x-ray tubes and circuits, mechanics of interaction with matter and an introduction to radiographic quality. Three hours of lecture per week. Prerequisites: MA 115 or 120, CH 115 or 131, PH 117 or 231 and 232. II.

RT 455. Radiologic Science II. (3)

Advanced study of factors and conditions influencing radiographic quality and concepts and analysis of imaging systems. Three hours of lecture per week. Prerequisite: RT 454 with a minimum grade of "C". I.

RT 456. Radiologic Science III. (2)

Advanced study of the various image modalities including CT and MRI. Two hours of lecture per week. Prerequisite: RT 455 with a minimum grade of "C". I.

RT 457. Radiographic Procedures III. (4)

Review of anatomy and terminology pertinent to the skeletal system. Radiographic positioning of the spine and skull. Correlation of theory and practical application in the laboratory. Three lecture hours and one hour of laboratory per week. Prerequisites: RT 452 and 453 with a minimum grade of "C". I.

RT 458. Radiographic Procedures IV. (3)

Review of anatomy and terminology pertinent to the respiratory, vascular, reproductive mammography, and neurological systems, including the procedures, positioning and contrast media used for radiographic examination of these systems. Two hours lecture per week. Prerequisites: RT 457 and 464 with a minimum grade of "C". II.

RT 459. Radiation Biology and Protection. (3)

Study of the interactions of radiation with matter, biological effects of ionizing radiation, quantities and units, radiation protection of patient and health care personnel; exposure guidelines and monitoring. Three hours of lecture per week. Prerequisite: BI 220 or consent of Radiologic Science Program Director. II.

RT 460. Clinical Education I. (5)

A clinical course focusing on policies, procedures and functions of the radiology clinical setting. With direct supervision, the student will develop clinical skills through observation and

assistance in routine general radiographic studies. Eight weeks up to 32 hours per week at the clinical site. Prerequisites: See Admission of Generic Students to Clinical portion of Radiography Program. Concurrently with RT 451, 452, 453 and 454. S.

RT 461. Clinical Education II. (5)

A clinical course with emphasis on supervised application and evaluation of procedures in routine general radiographic studies and fluoroscopic and genitourinary procedures. Students will assist in these areas as directed by the supervising technologists. 16 weeks up to 32 hours per week at the clinical site. Prerequisites: RT 451, 452, 453, 454 with a minimum grade of "C". I.

RT 462. Clinical Education III. (5)

A clinical course with emphasis on supervised application and evaluation of procedures using contrast media, basic mobile radiography, tomography and continued supervised practice in application and evaluation of procedures in general radiographic studies. 16 weeks up to 32 hours per week. Prerequisite: RT 461 with a minimum grade of "C". II.

RT 463. Clinical Education IV. (5)

A clinical course with emphasis on supervised application and evaluation of procedures involving the skeletal system, advanced mobile radiography, trauma radiography and continued practice with limited supervisions in application and evaluation of procedures in general radiography, basic mobile radiography and routine procedures using contrast media. 8 weeks up to 32 hours per week. Prerequisites: RT 455, 457 and 462 with a minimum grade of "C". S.

RT 464. Clinical Education V. (5)

Students will be assigned to early evening shifts with limited supervision for continued emphasis in application and evaluation of procedures involving all aspects of diagnostic radiography. Emphasis is on emergency radiography. 16 weeks up to 32 hours per week at the clinical site. Prerequisites: RT 456, 458 and 465 with a minimum grade of "C". II.

RT 465. Clinical Education VI. (5)

A clinical course emphasizing the development of expertise in all radiographic procedures with indirect supervision in proven competency areas and direct supervision in other areas.

Observation and limited participation with direct supervision in supplementary imaging modalities. 16 weeks up to 32 hours per week. Prerequisites: RT 464. I.

RT 466. Radiologic Pathology. (2)

An examination of pathological conditions related to various radiologic procedures. Classification of trauma and systemic processes will be studied as they appear radiographically. One hour lecture per week. Prerequisite: RT 458 with a minimum grade of "C". II.

RT 467. Film Evaluation. (1)

Seminar course to evaluate all aspects of chest, abdomen, and extremities. Prerequisites: RT 452, 453, 460 and 461 with a minimum grade of "C". II.

RT 469. Cross-Sectional Anatomy with Correlation of Image Modalities. (3)

Detailed study of cross-sectional anatomy of the head, chest and abdomen with correlation of computed tomography (CT), and magnetic resonance imaging (MRI). **Meets the Communication Intensive course requirement in the major.** Prerequisite: BI 220 and RT 458 or consent of Program Director. I.

RT 480. Special Procedure Topics. (2)

An arranged course in which the student researches, evaluates and writes papers concerning topics in MRI, CT and Special Procedures. Prerequisites: Senior standing. I, II.

RT 485. Teaching Practicum in Radiologic Technology. (3)

The student will have actual experience in the radiologic science classroom setting. Assisted by the R.T. Program Director, the student will develop a course module, instruct in the classroom and evaluate results of instruction. Prerequisites: Senior standing and consent of the Radiologic Science Program Director. I, II.

RT 486. Clinical Practicum. (3)

Advanced Clinical Special Procedures course with emphasis on development of expertise and skills in special procedures and supplementary imaging modalities with limited supervision. 15 weeks of 20 hours per week. Prerequisites: RT 465 and one year experience as a Registered Technologist. Concurrently with RT 480. I, II.

RT 488. Radiography Curriculum Review. (2)

A comprehensive overview of all aspects of diagnostic radiology with emphasis on procedures, technique, radiation protection, positioning and radiographic anatomy. Open only to second semester seniors in Radiologic Science. II.

RT 490. Directed Studies in Radiology Management. (3)

To provide insight into the various aspects of departmental administration. The student will have assignments which will require interviewing various managers and physicians to get a better understanding of radiologic administration. Prerequisites: BU 321, 323 or consent of the Radiologic Science Program Director. I, II.

RT 492. Educational Administration in Radiologic Science. (3)

Seminar and independent study of the organization, accreditation, curriculum design and funding of educational programs for radiologic technologists. Students are required to read health education articles and summarize each, devise a radiography curriculum for a college program and write a narrative explaining the accreditation requirements for a radiography program. I, II.

RT 499. Senior Capstone Experience in Radiologic Science. (1)

The Senior Capstone Experience will include an exploration of the current climate in health career. This course will allow the student to focus on a specific issue or topic in health care that is of interest through a project. **Meets the Capstone course requirement in the major.** Prerequisite: senior standing. II.

Religious Studies (RS)

Religious Studies are central to the understanding of history, art, music, politics and many other fields. The Religious Studies degree is designed for and open to people from all religious backgrounds. Majors receive a broad-based, liberal arts program that prepares them for the work world or graduate education.

A significant percentage of Avila's Religious Studies graduates continue their education by

attending graduate school. Those who earn graduate degrees often plan a career as a Religious Studies scholar and professor. For those who plan to earn a bachelor's degree, careers in religious education or ministry offer many options from which to choose.

Educational Outcomes:

1. Understand, appreciate and demonstrate knowledge concerning religious diversity in the United States.
2. Understand, appreciate and demonstrate knowledge of the basic theological ideas concerning at least three world religious traditions.
3. Understand, appreciate and demonstrate the ability to critically analyze religious ideas, theories, and systems of thought.
4. Understand, appreciate and demonstrate knowledge of the Judeo-Christian religious tradition.
5. Understand, appreciate and demonstrate knowledge of the processes of hermeneutics (interpretation) as they pertain to religious ideas.
6. Demonstrate an increased level of awareness and maturity in personal, social and spiritual development.

Major: Candidates of the Bachelor of Arts Degree in Religious Studies must complete all the general degree requirements as stated in the university catalog. In addition, Religious Studies majors must complete CS 110, Understanding Computers.

The following Religious Studies courses (36 hours) must be completed for the major.

Core Courses (21 hours)

- RS 111-Introduction to Religious Studies. Core -II. (3 hours)
- RS 113-Introduction to (N.T.) Christian Scripture. Core-II. (3)
- RS 117-World Religion. Core-II. (3)
- RS/WS 225-Catholicism. Core-II. (3)
- RS 227-The Historical Jesus. Core-II. (3)
- RS 231-History of Christianity. Core-II. (3)

- RS 233-American Religious History. Core-II. (3)

Core Courses: Level III (9 hours)

- RS/IS 311-Peace Studies. Core-III. (3)
- RS/IS 317-History of the Church in Latin America. Core-III. (3)
- RS/WS/IS 319-Women, Religion and Community in the U.S. Core-III. (3)
- RS/IS 326-Shaping the American Dream. Core-III. (3)
- RS/IS 343-The 3Rs: Race, Religion and Reform in American Education.

Specialized Courses (6 hours)

- RS 380-Special Topics. Elective.
- RS 480-Special Topics. Elective.
- RS 485-Practicum.
- RS 490-Directed Studies. Elective.
- RS 499-Senior Seminar.

Minor: Eighteen semester hours in Religious Studies to be chosen with the approval of the minor advisor.

RELIGIOUS STUDIES (RS)

RS/WS 111. Introduction to Religious Studies. (3)

Critical thinking about God, religion and the human endeavor. Since Christian Theology has been systematized by celibate ordained males from Europe, this course will also examine the reasons for this dominant perspective plus the ancient and current contributions of women to the Christian Theological tradition. No prerequisite. CORE-II. This course is often cross listed as a Women's Studies course.

RS 113. Introduction to the New Testament. (3)

Major themes of New Testament theology. Insights of various methods of Biblical criticism to draw out contemporary implications of New Testament theology. Communication-intensive course. CORE-II.

RS 115. Introduction to the Old Testament. (3)

Major events in the history of ancient Israel and major themes of Old Testament theology. Insights of various methods of Biblical criti-

cism to draw out contemporary implications of Old Testament theology.

RS 117. World Religions. (3)

Both a historical and a critical look at human religious experience through a study of Buddhism, Christianity, Hinduism, Islam and Judaism. Topics include the varieties of religious belief including those beliefs regarding ideas of the holy and sacred, scriptures, myths, symbols, rituals, and morality. CORE-II.

RS/PL 221. The Existence of God. (3)

Classical and contemporary arguments for establishing the existence of God. Contemporary concepts of God and other related issues such as evil and immortality.

RS/WS 225. Catholicism. (3)

This course explores the history and fundamental beliefs of Catholics on God, Christ, the Spirit, scripture, liturgy, the Sacraments and the Church. We will also examine contemporary trends and issues such as peace and justice, women, and ecumenism within the Catholic tradition. CORE-II. This course is often cross listed as a Women's Studies course.

RS 227. The Historical Jesus. (3)

Christianity's image of Jesus, including the first Christian communities, the teachings of the early church councils, and contemporary insights. Insights offered by modern methods of scripture study. CORE-II.

RS 231. The History of Christianity. (3)

Origins and major events in the history of Christianity and its different cultural expressions throughout the world.

RS 233. American Religious History. (3)

Religion's role in forming U.S. culture and ideals. Survey of mainstream traditions, the particular experiences and contributions of African-Americans and Latinos as well as the unique influences of selected individuals and groups. CORE-II.

RS/IS 311. Peace Studies. (3)

This course provides an interdisciplinary (religious studies, communication, philosophy, sociology, history and economics) approach to achieving peace on a personal, local, national and international level. The focus is on devel-

oping practical strategies for creating peace and living peacefully. CORE-II and CORE-III.

RS/IS 317. History of the Church in Latin America. (3)

Explores the religious and political history of Latin America. This course will highlight church teachings and structures responding to the needs and demands of various social groups within the population. Attention to ways in which art, architecture, and literature have expressed ideologies. Prerequisite: one course in Religious Studies. CORE-II and CORE-III.

RS/WS/IS 319. Women, Religion and Community in the U.S. (3)

This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the U.S. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founders of American and international religious groups. CORE-II and CORE-III.

RS/WS 325. Women in Theological Perspective. (3)

Investigation of the history of women in the Judeo-Christian tradition. Exploration of rituals, scriptures, and social and cultural attitudes. Analysis of contemporary theological perspectives in light of the ancient teachings.

RS/IS 326. Shaping the American Dream. (3)

Interdisciplinary course which uses literature and religious studies to understand fundamental values which combine to form the culture of the U.S.; central themes are the Puritan Ideal, the Social Gospel Movement, and the diverse face of U.S. culture at the end of the second millennium. CORE-II and CORE-III.

RS 327. Liberation Theology. (3)

Twentieth-century theologies of liberation with emphasis on the contributions of Latin American, Asian, African-American, and African. Meets the Communication Intensive course requirement in the major.

RS/IS 343. The 3R's: Race, Religion and Reform in American Education. (3)

This interdisciplinary course will encompass the disciplines of American religious history and education. The course will focus on ethnic and racial relations as they have interfaced with religious diversity and evolved in American education. Educational reform movements that have attempted to address these topics, as well as gender and class issues, will also be explored. CORE-III.

RS 373. Prayer. (1)

Nature and forms of prayer through study and reflection of personal experience.

RS 380. Special Topics. (1-3)

Selected topics to be determined by the department.

RS 480. Special Topics. (1-3)

Selected topics to be determined by the department.

RS 485. Practicum. (3)

Experience in one of the specialized areas of Religious Studies, with departmental guidance and supervision.

RS 490. Directed Studies. (3)

Approved and directed in-depth study of a specific area of Religious Studies, according to student need and interest. Prerequisite: permission of department.

RS 499. Senior Seminar. (3)

Selected topics for review and study in Religious Studies. **Meets the Capstone course requirement in the major.** Prerequisite: permission of department.

Social Work (SW)

A major in social work provides preparation for beginning level generalist professional social work practice. The Bachelor of Social Work degree is accredited by the Council on Social Work Education.

Experiential learning credits are not granted in social work.

Admission

Students may declare a social work major and begin taking social work classes prior to admission to the major. When a student is enrolled in SW 451, the student manual containing application procedures is distributed. Prior to placement in SW 495, field agencies often require a criminal disclosure and child abuse screening.

Criteria for completion of the B.S.W. degree:

1. Completion of all the general degree requirements as stated earlier in this catalog.
2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).
3. Achievement of a minimum grade of "C" in all Social & Behavioral Sciences and all Social Work Courses. Credit/No Credit option is not available in the major.
4. Computer Literacy Requirement: Social Work majors will fulfill this requirement by successful completion of CS 110.
5. **Social Work Outcomes:**
 - A. Apply critical thinking skills within the context of professional social work practice.
 - B. Practice within the values and ethics of the social work profession with understanding of social justice and respect for diversity.
 - C. Demonstrate the professional use of self including appropriate communication, use of supervision, and functioning within the structure of an organization and service delivery system.
 - D. Acquire and use the knowledge base of the discipline, including bio-psycho-social variables that affect individual development and behavior, how to make use of research in practice and the impact of social policies on client systems of all sizes.
 - E. Apply the skills of generalist social work, including communication skills, to practice with systems of all sizes.

6. Completion of the following courses:

Social Work 47 hours

SW 205 Introduction to Social Work and Social Welfare (3)

SW 225 Issues in Social Welfare Program Funding (3)

SW 280 Mini Agency Experience (1 credit each semester) (2)

SW 397 Research Methods (3)

SW 451 Human Behavior in the Social Environment I (3)

SW 452 Human Behavior in the Social Environment II (3)

SW 461 Social Work Practice I (3)

SW 462 Social Work Practice II (3)

SW 463 Social Work Practice III (3)

SW 465 Social Legislation and Policies (3)

SW 495 Field Instruction I (5)

SW 496 Field Instruction II (5)

SW 499 Field Seminar (1 credit each semester) (2)

Two courses from a Special Interest Area

(6): SW 290, 302, 311, 313, 336, 390.

Level I: Foundations (15 hrs.)

6 hours EN 111 and 112

3 hrs. CO 110

3 hrs. MA 115 or 120

3 hrs. Computer course

Level II: Heritage, Contemporary World, Human Person (28 hrs.)

3 hrs. Literature

3 hrs. Art, Music, or Theatre

3 hrs. History 111, 112, 121 or 122

9 hrs. Philosophy and Religious Studies in both areas

4 hrs. BI 110 or equivalent

3 hrs. SO 101

3 hrs. PY 101

Level III: Application and Integration

6 hrs: 2 interdisciplinary courses

Level IV: Senior Capstone: 1 hour

Social and Behavioral Sciences: 12 hours

3 hrs. PS 120

3 hrs. SO 230

3 hrs. PY 316

3 hrs. SO 320

SOCIAL WORK COURSES (SW).

SW 205. Introduction to Social Work and Social Welfare. (3)

An overview of the fields of practice of social workers, a brief history of how society has and is meeting the challenges of various social problems. Focus on current issues in social work and possible careers in social work. Prerequisite or corequisite: EN 111. II.

SW 225. Issues in Social Welfare Program Funding. (3)

An analysis of the major issues in fiscal policy as they relate to allocation of resources to social welfare programs. I, alternate years.

SW 280. Mini Agency Experience. (1,1)

A short field experience for students exploring social work as a career. Two experiences of 45 hours each are required. I, II.

SW 290. Topics in Social Work. (1-3)

Seminars on current issues and topics in Social Work practice. I or II.

SW/GS 307. Working With The Elderly. (1-7)

Selected topics in working with the elderly, such as communication with the aged; group processes and techniques; counseling older adults and families, working with dying clients and families; abuse and neglect of the aged; advocacy for the aged; and care taking issues. May be repeated for credit, not to exceed course maximum credit of 7 credit hours.

SW 311. Child Abuse and Neglect. (1-3)

This course provides an overview of the child welfare system, including child abuse laws, reporting, and foster care; an emphasis on family functioning in relationship to children's services; and an emphasis on the relationship of the family to subsystems such as school, neighborhood and community. I.

SW 313. Crisis Intervention. (1-3)

This course will develop an understanding of the dynamics of how crises develop and what steps can be taken to intervene effectively in crisis situations. I or II, alternate years.

SW/SO 336. Violence in the Family. (3)

This course provides an overview concerning the dynamics of child, spouse and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of

treatment and prevention of abuse are highlighted. I or II.

SW 390. Topics in Social Work. (1-3)

Seminars on current issues and topics in Social Work practice. I or II.

SW/SO/PS 397. Research Methods. (3)

Introduction to methodology and techniques; formulation of research problems; study design; hypothesis; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. **Meets the Communication Intensive course requirement in the major.** I, II.

SW 451. Human Behavior in the Social Environment I. (3)

Normal growth and development of the individual from childhood through early adolescence within the social contexts of the family, group relationships and community structures. Special attention will be given to cultural variations among American families. **Meets the Communication Intensive course requirement in the major.** Prerequisites: SO 101, BI 110 and PY 101. I.

SW 452. Human Behavior in the Social Environment II. (3)

Normal growth and development from adolescence through older adulthood. Emphasis on the influence of institutional racism, sexism, ageism, and socio-economic class upon the growth, development and social functioning of the individual and family. This course will expand the professional self-awareness of the student in dealing with diverse client groups. **Meets the Communication Intensive course requirement in the major.** Prerequisites: SW 451 and SO 320. II.

SW 461. Social Work Practice I. (3)

Students will be introduced to a generalist approach to social work practice which will emphasize problem-solving and systems models. Included will be the study of social work values and ethics which undergird and guide practice. In addition to classroom instruction, the course includes laboratory experiences which deal with self-awareness, interpersonal communication, interviewing skills, recording and reporting skills. **Meets the Communication Intensive course requirement in the**

major. Prerequisites: SW 205, 451 and SO 320 or consent of the instructor. II.

SW 462. Social Work Practice II. (3)

This course is the second in a sequence of three social work practice courses utilizing a generalist approach to practice. Emphasis is placed on the application of the knowledge and skills gained in SW 461 to social work practice theory relating to intervention with individuals, small groups and the family. In addition to classroom instruction, this course includes laboratory experience. This course will be taught concurrently with first semester of field instruction. Prerequisite: SW 461 or consent of instructor. I.

SW 463. Social Work Practice III. (3)

This final course in the practice sequence builds upon SW 461 and 462 and expands a student's knowledge base in terms of providing beginning level professional service to organizations and the community. This course will be taught concurrently with second semester of field instruction. Prerequisites: SW 462 or consent of the instructor. II.

SW 465. Social Legislation and Policies. (3)

A review and critical analysis of the factors that shape and form social legislation and social policy in the broad fields of social welfare. Emphasis will be placed on an understanding of the importance of social policy formation and implementation for the generalist social worker. Prerequisites: SW 225, PS 120 and a minimum of six (6) hours of upper-division Social Work courses or consent of the instructor. II.

SW 490. Directed Study. (3)

The student independently pursues an approved and directed in-depth study of a specific area of social service. Social Work majors only. I, II.

SW 495, 496. Field Instruction I, II. (5, 5)

All Social Work majors are required to fulfill a 550 clock hour field placement in a social service agency under the supervision of a professional social worker. Students are evaluated by field instructors after the completion of each 275 clock hours of work and a grade is then assigned. Prerequisites: SW 452, 461, (462 and 463 are taken concurrently). Social Work majors only. I, II.

SW 499. Field Seminar. (1, 1)

In conjunction with SW 495 and 496, students attend a two-hour per week, on-campus, seminar class that helps students integrate their field and classroom curricular components. Social Work/Psychology majors only. **Meets the Capstone course requirement in the major.** Corequisites: SW 495 and 496. I, II.

Sociology (SO)

Sociology is the study of human society and social behavior. Its subject matter is diverse and varied, ranging from the study of groups as small as a family to those as large as a corporation or mob. More specifically, sociology studies various aspects of society, including crime, religion, race, gender, aging and medicine.

Sociology is a popular major for students planning careers in areas such as government, education, social service, criminal justice, research, aging services and many more. Many sociology majors go to graduate school in areas such as law, psychology, public administration, social work and business, in addition to advanced study in sociology.

The sociology major at Avila prepares the student to analyze social groups and to understand how the roles people play and how interpersonal relationships affect our society. Students majoring in sociology at Avila choose from three areas of emphasis. One area of emphasis is general sociology, in which the student takes courses from a variety of topics within sociology. The second area of emphasis is social gerontology, in which the student specializes in the study of aging. The third area of emphasis is Criminal Justice with a focus on criminal and delinquent behavior as well as working with the offender and potential offenders. The candidate for the Bachelor of Arts degree in Sociology must complete all the general degree requirements as stated earlier in this catalog.

Major: 36 hours in Sociology including SO 101, 230, 231, 390, 397, 495 and 499. Related requirement: CS 110 (3) or equivalent. In addition, all students majoring in sociology must choose one of the following areas of emphasis:

GENERAL SOCIOLOGY: 15 hours with three credit hours selected from each of the following:

Culture:

- SO 122 Introduction to Cultural Anthropology (3)
- SO 221 Cultures of the World (3)

Diversity:

- SO 240 Race and Ethnic Relations (3)
- SO 301 Aging, Individual and Society (3)
- SO 314 Topics in Sociology of Gender (3)

Institutions:

- SO 211 Marriage and the Family (3)
- SO 320 Social Systems (3)
- SO 380 Topics in Sociology (3)

Social Psychology:

- SO 316 Social Psychology (3)

Deviance:

- SO 360 Crime & Society (3)
- SO 361 Juvenile Delinquency (3)
- SO 363 Topics In Deviance (3)

SOCIAL GERONTOLOGY: 15 credit hours to include:

- SO 301 Aging Individual and Society
- GS 303 Biological Processes and Aging (2)
- SO Other Social Gerontology Courses (6)
- GS Other courses in Gerontology (4)

CRIMINAL JUSTICE: 15 credit hours to include:

- SO 360 Crime & Society (3)
- SO 361 Juvenile Delinquency (3)
- SO 362 Corrections (3)
- SO 364 Forensic Science (3)

Plus one of the following

- SW 313 Crisis Intervention (3)
- SO 363 Topics in Deviance (1-3)
- SO 344 Criminal Law (3)

Computer Literacy Requirement: Fulfilled by SO 231 - Computer Applications in the Social Sciences (3).

Sociology Outcomes:

In addition to the above listed course requirements, Sociology majors will be expected to meet the following program outcomes:

1. Identify the elements of the sociological perspective and apply the perspective to social reality and her or his own life. (All SO)
2. Demonstrate an understanding of the role of theory in sociology, compare and contrast the major theoretical paradigms in sociology, and apply the elements of these paradigms to social reality and his or her own life. (All SO)
3. Effectively employ quantitative and qualitative research methodologies to gather and interpret data about social reality and her or his own life. (SO 230, 231, 397, 499)
4. Demonstrate a working understanding of the way in which social structures affect each other and the life choices/chances of individuals. (all SO)
5. Recognize and appreciate diversity in individuals, cultures and social systems and the resultant awareness of the social construction of reality. (all SO)

Assessment: The outcomes of the sociology major are assessed through a required portfolio and a required exit interview. The portfolio reflects assignments completed throughout the program. The portfolio is formally constructed in SO 499, Independent Research. However, students in the sociology program will be submitting copies of assignments from all sociology courses. The exit interview also takes place during the capstone course, SO 499. During the exit interview, students will be given the opportunity to reflect upon their experiences as a student in the sociology program.

MINOR: 18 hours in sociology including SO 101 and at least 9 hours of upper-division sociology courses (310 or above).

Sociology majors and minors must receive a grade of "C" or higher in all courses taken in the major or minor.

SOCIOLOGY COURSES (SO).**SO 101. Introduction to Sociology. (3)**

An overview of the sociological perspective. The course emphasizes an understanding of everyday social reality and develops the student's ability to use sociological concepts to interpret social situations and social change. An urban diversity fieldtrip is included in this course. I, II. CORE-II.

SO/AN 122. Introduction to Cultural Anthropology. (3)

A survey of world cultures, both past and present. Of particular importance will be an examination of cultural universals and cultural variations throughout the world. The theoretical basis and methods used in cultural anthropology will also be covered throughout the course. II. CORE-II.

SO 211. Marriage & The Family. (3)

Examination of the major aspects of the family as a social institution; the current trends, changing nature and possible developments of the family in the future. I, II.

SO/AN 221. Cultures of the World. (3)

A survey of the cultural and social processes that influence human behavior with comparative examples from different ethnic groups around the world. The course will focus on a comparative analysis of economic, political, religious and family structures in Africa, the Americas, Oceania and the Orient. May be repeated for credit, not to exceed course maximum credit of 12 credit hours. I or II.

SO/PS 230. Quantitative Methods. (3)

An introductory course in applied statistical techniques used in the social and behavioral sciences. Topics include descriptive statistics such as measures of central tendency and measures of dispersion. Special attention will be given to a systematic discussion of some widely-used inferential statistics such as Chi-square, analysis of variance, and regression. Prerequisite: Any college level course in mathematics. I, II.

SO 231. Computer Applications. (3)

An introduction to the Statistical Package for the Social Sciences (SPSS). Prerequisite: SO 230 or equivalent; CS 110 or equivalent. II.

SO 240. Race and Ethnic Relations. (1-3)

Seminar on topics of current interest in minority life. Some selected topics include: Race and Racism, Minority Families in American Society, The Civil Rights Era, Asian-Americans, The Jewish Experience in America, The RSA and Northern Ireland. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. I or II, alternate years.

SO/GS 301. Aging, Individual and Society. (3)

Study of the sociological aspects of growing older to gain a better understanding of what aging is all about. Detailed look at social psychological problems associated with aging in American society. II, alternate years.

SO/GS 306. Health and Aging. (1-4)

Selected topics in health and aging, such as aging, health, and illness; health care and aging; drugs and drug usage among the elderly; and nutrition and the aged. May be repeated for credit, not to exceed course maximum credit of 4 credit hours.

SO/WS 313. Women Through the Lifecycle. (3)

This course explores the status and roles of women across the life cycle including child/adult socialization as well as the effect of cultural values and stereotypes on status attainment for women. Issues relevant to mid- and later-life women will also be addressed.

SO/PY 316. Social Psychology. (3)

Study of the formation, structure and functioning of groups including an analysis of group processes and group products in relation to the individual: attitudes, beliefs, perception of self and others. Prerequisites: SO 101 or PY 101. I, II.

SO/WS 317. Women and Work. (1-4)

This course examines the status of women in a variety of work settings: domestic, blue-collar, and professional. Structural issues and socio-cultural themes which facilitate/inhibit the participation of women in the work force will be examined through specific issues: gender inequality/segregation in the workplace, the "glass ceiling," sexual harassment, stress/burn-out, and minority status.

SO 320. Social Systems. (3)

General analysis of systems theory with specific emphasis on the nature of the social system, the major types, and the process of change as it affects these systems. Prerequisite: SO 101 or SO 122. I.

SO 321. Topics in Sociology of Gender. (1-3)

Selected topics in the sociology of gender, such as women and the family, women and health, and women and crime. May be repeated for credit, not to exceed course maximum credit of 12 credit hours. I or II.

SO/SW 336. Violence in the Family. (3)

This course provides an overview concerning the dynamics of child, spouse and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention of abuse are highlighted. I or II, alternate years.

SO/AN 337. Family in Other Cultures. (3)

This course is a comparative, cross-cultural study of the family in selected societies. Through a discussion of different family systems, a comparison will be made with the American system. I or II, alternate years.

SO/PS 344. Criminal Law. (3)

Distinction between criminal and civil law, the role of different participants in the criminal justice system, classification of crimes by state and federal standards, stages of criminal prosecution, constitutional rights and limitations. II, alternate years.

SO 360. Crime and Society. (3)

An introduction to the study of adult criminal behavior. Uses theory and research to analyze the etiology, treatment and prevention of criminal behavior. I, alternate years.

SO 361. Juvenile Delinquency. (3)

This course focuses on the causes, treatment and prevention of juvenile delinquency. Relevant theory and research will be utilized to evaluate the effectiveness of the current structure and function of the juvenile system in the corrections field. II, alternate years.

SO 362. Corrections. (3)

Study of correctional institutions as well as community-based corrections including probation, parole and intermediate sanctions.

SO 363. Topics in Deviance. (1-3)

Seminar on topics of current interest in deviance. Some selected topics include: victimization, violence, gangs, corrections and social control, and alcohol and drug abuse. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. I or II, alternate years.

SO/AN 364. Forensic Science. (3)

This course focuses on the use of physical and biological evidence for both legal and humanitarian reasons. The course will explore methods by which forensic scientists, especially forensic anthropologists, search for, recover and identify evidence from a variety of crime scenes. Topics include the history of forensic science, the physical and biological parameters of evidence, the methods of life history reconstruction of a crime victim, and the ethics of forensic analysis. Recovery methodologies will be addressed through field trips to forensic laboratories and mock excavations. Prerequisite: AN 121 or SO 101. I or II, alternate years.

SO/GS 369. Crime and Aging. (1-3)

The relationship; between age and vulnerability to crime, age and fear of crime, and age and criminal behavior. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. I or II.

SO 380. Topics in Sociology. (3)

Seminar on topics of current interest. Selected topics are listed below. Consent of instructor. I or II.

1. Sociology of Religion
2. Work and Professional Life
3. Sociology of Health and Illness
4. Urban Sociology

SO 390. Directed Studies in Sociology. (3)

Opportunity for the sociology major to explore a topic in depth under the supervision of a faculty member. Students may take no more than one (1) directed study course. Prerequisites: SO 101 and 9 additional hours of sociology.

SO/SW/PS 397. Research Methods. (3)

Introduction to methodology and techniques; formulation of research problems; study design; hypotheses; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and

interpretation; presentation of findings. **Meets the Communication Intensive course requirement in the major.** Prerequisite: Consent of instructor. I.

SO 495. Practicum. (3)

Practicum in a community setting where students apply their research and theoretical training. Students in SO 495 will also begin the process of developing a research study (developed from experiences during the practicum) that will be implemented in SO 499 during the semester following the practicum. All students taking SO 495 will be required to meet with the sociology faculty and other enrolled students approximately 3-4 times during the semester. Prerequisites: 6 hours of upper division SO, with at least 3 hours in content related to the practicum setting. SO majors only. Senior standing. I, II.

SO 499. Independent Research. (3)

A capstone course for sociology majors. Students will use their knowledge of sociological theory, methods and statistical analysis to implement a research project that was developed in the previous semester in SO 495. Students will engage in all steps of the research process, including the writing of a paper that is appropriate for publication in a professional sociology journal. All students taking SO 499 will be required to meet with the sociology faculty and other enrolled students approximately 3-4 times during the semester. Students also will be required to finish constructing their portfolio and to participate in the exit interview with other students in the course. **Meets the Capstone course requirement in the major.** Prerequisites: SO 231, 335, 397 and 495. SO majors only. Senior standing. I, II.

Spanish (SP)

No Major or Minor is offered.

SPANISH COURSES (SP)**SP 111, 112. Spanish I, II. (3, 3)**

Elements of the language; aural comprehension, oral ability, reading and writing of simple Spanish. For students beginning Spanish or pre-

senting one unit of high school Spanish. Prerequisite: SP 111, or its equivalent, for SP 112. I, II.

SP 490. Directed Studies. (3)

Advanced studies of the language, history, and/or culture of Spanish-speaking countries.

Sports Science (SS)

Sports Science is the study of the anatomical, physiological, neurological, and psychosocial aspects of exercise and human movement. The Sports Science major is a science-based curriculum that provides students with a broad-based knowledge of all subdisciplines of sports science, including anatomy, exercise physiology, kinesiology, motor control, and athletic training. In addition, courses such as pharmacology, statistics, sports psychology, nutrition, care of athletic injuries, health and fitness, and coaching supplement the student's knowledge of health and wellness and prepare the student to assume leadership positions within the health and wellness industry.

The major prepares students to apply to graduate programs including medicine, physical therapy, physician assistant, dentistry, sport psychology, athletic training, optometry, podiatry, sport nutrition, orthotics and prosthetics, or public health. Sports Science prepares students for allied health careers in hospital and medical centers, corporate wellness venues, cardiopulmonary rehabilitation settings, college or university athletics programs, professional sports arenas, the private fitness industry, and human service organizations.

The candidate for the Bachelor of Science degree in Sports Science must fulfill the requirements listed below.

1. Fulfill all the requirements for a degree as stated in this catalog.
2. Completion of the Core Curriculum requirements as stated in this catalog.
3. The major specifically requires that the following core courses be included within each candidate's curriculum: BI 111, 220 (for 8

credit hours), 302; PH 231; CH 131, 137; PY 101, 380; BU 302, 321; HE 111; SS 101, 211, 312, 314, 318, 381, 499. Related requirements: EN 112; MA 155.

4. In addition to completing the major core courses, students choose one of the three concentration areas listed below to develop knowledge and skills suited to their particular interests. The concentration area requires a minimum of 15-18 credit hours of course work in Sports Science or related disciplines. Please see advisor for specific course requirements.

Concentrations:

- a. Athletic Training/Sports Medicine
 - b. Coaching/Fitness
 - c. Exercise Physiology
5. Students are required to demonstrate computer literacy. The computer competency requirement in the major is met by CS 110, Understanding Computers.
 6. Students must have a minimum grade of "C" for all major courses. Credit/No Credit option is not available for required major courses. Courses may only be repeated once to obtain the minimum grade of "C."
 7. Students must be certified in CPR and first aid from the time they begin their program through its completion.

Sports Science Outcomes:

Upon graduation, a student majoring in Sports Science should be able to:

1. Demonstrate a broad-based knowledge of all subdisciplines that contribute to the field of sports science including: exercise physiology, anatomy, kinesiology, motor control, and athletic training.
2. Successfully achieve graduate/professional school admission, employment within sports science related fields, and/or professional certifications.
3. Critically analyze literature in the sports sciences.
4. Analyze, synthesize, and solve problems.

5. Demonstrate effective verbal and non-verbal communication skills.

Sports Science Course

SS 101 Introduction to Sports Science. (3)

An exploration of the human body's abilities, the stresses to which it is subjected during athletic pursuits, and the care and repair of damage incurred. I, II.

SS 180, 280, 380, 480. Topics in Sports Science. (1-3)

Selected topics in sports science based on student/faculty interest and current issues in sports science. Prerequisite: SS 101. I, II.

SS 211 Care and Prevention of Athletic Injuries. (3)

Exploration of techniques for prevention, evaluation, management of exercise and sport induced injuries. Topical discussions and skill instruction in surface anatomy palpation, manual muscle examination, flexibility and strengthening exercises, and pathology of athletic injuries. Prerequisite: SS 101 with a grade of "C" or better. II.

SS 312 Pharmacology. (3)

An exploration of pharmacokinetics as it relates to various ergogenic substances and their affect on health and exercise. Other topics considered include risk factors associated with specific ergogenic substances, banned substances, and legal issues associated with drug testing and sports participation. Prerequisite: CH 131 with a minimum grade of "C." I.

SS 314 Concepts in Health and Fitness. (3)

An exploration of strategies to maintain health and to improve fitness and personal wellness. Health issues such as cardiovascular disease, weight management, immunity and infection, stress management, and the effects of aging will be examined. In addition, fitness related concepts such as the benefits of aerobic exercise, as well as guidelines for developing appropriate stretching, and strengthening programs to increase fitness will be explored. II.

SS 324. Sports Administration. (3)

An introduction to various aspects of sports administration. Topics will include strategic planning, budgeting and finance, writing poli-

cies and procedures, insurance systems, and facility management. Prerequisite: SS 211. I.

SS 381. Exercise Physiology. (3)

This course will provided an overview of how the physiological functioning of the human body is modified by exercise and the mechanisms that bring about such changes. Prerequisite: BI 220. II.

SS 451. Foundations in Coaching. (4)

An exploration of strategies for coaching team and individual sports. Player positions and techniques as well as offensive and defensive philosophies for several sports will be addressed. Additionally, an overview of issues such as ethics, motivation, public relations, scouting, and practice organization will be covered. Prerequisite: SS 211 and one other Sports Science course at 200 level or higher. I.

SS 452. Fitness Testing and Exercise Prescription. (3)

Training in the development of physical fitness programs for the maintenance of health related fitness and the improvement of sport conditioning and performance. Prerequisite: SS 314, SS 381. I.

SS 460. Principles of Rehabilitation. (4)

The purpose of this course is to enhance the student's understanding of the etiology and pathology involved in various musculoskeletal injuries. Emphasis is placed on development of the student's ability to design and implement rehabilitation protocols and progressions to apply to athletes in all sports populations. Prerequisite: SS 211 and one other Sports Science course at 200 level or higher. I.

Study Tour (ST)

No Major or Minor is offered.

STUDY TOUR COURSE (ST)

ST 304. Study Tour. (1-3)

Short off-campus courses offered in a variety of locations for students who wish to expand their understanding of the peoples and cultures of the world. Includes preliminary lectures and readings, and an individual project after returning

from the off-campus site. Prerequisite: consent of instructor.

Theatre (TR)

Theatre Major Outcomes:

1. Upon graduation an Avila University theatre major will have demonstrated the ability to analyze and realize a theatrical text.
2. Upon graduation an Avila University theatre major will have demonstrated the ability to place text and production in a historical context.
3. Upon graduation an Avila University theatre major will have demonstrated the ability to identify significant dramatic critics and playwrights and their pertinent major works.
4. Upon graduation an Avila University theatre major will have demonstrated the ability to display a basic knowledge of elemental techniques in lighting, scenery, and costuming.
5. Upon graduation an Avila University theatre major will have demonstrated the ability to display a basic knowledge of acting technique and character development.

Degrees offered:

Bachelor of Arts. (B.A.) Major: Theatre.

Bachelor of Fine Arts (B.F.A.) Major: Theatre with choice of concentrations – Acting, Directing/Producing, Technical Theatre/Design, or Musical Theatre.

Bachelor of Arts Degree

The candidate for the Bachelor of Arts in Theatre must complete all the general degree requirements as stated earlier in this catalog. Grades of CR/NC are not permitted with the Theatre major requirements.

Major:

TR 115, 211, 223, 225, 227, 251, 253, 255, 271, 272, 281, 324, 361, 415, 425, 462, 499.

Demonstrate competence through one semester of foreign language at the university level.

Theatre Education:

A program in Speech/Theatre Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in drama is also available. See Education section.

For certification with either B.A. or B.F.A. degree, consult with Theatre advisor.

Bachelor of Fine Arts Degree

The candidate for the Bachelor of Fine Arts in Theatre must complete all the general degree requirements as stated earlier in this catalog. In addition, the B.F.A. candidate must complete the following:

- Completion of at least 24 upper-division hours in the major at Avila.
- No foreign language.
- A maximum of 75 hours in any single subject is allowed.

Grades of CR/NC are not permissible in the B.F.A. major courses.

Major:

TR 223, 225, 251, 253, 255, 271, 272, 281, 324, 415, 425, 499.

Computer literacy requirements are met in TR 253 and TR 223.

Concentrations:

Acting:

TR 115, 211, 227, 377, 390 or 391, 463, 471, 473, 477.

Directing/Producing:

TR 451; CO 331; TR 115, 361, 390 or 391, 462, 463, 495; 1 hour selected from Stage Management Practicum, or Theatre Management Practicum. 1 hour of Directing Practicum.

Technical Theatre/Design:

TR 361, 451, 452, 453, 454, 455 457; 4 hours selected from Theatre Technical Practicum, Costume Practicum, and Stage Management Practicum.

Musical Theatre:

Students may minor in Dance. Course offerings are listed under Dance (DA).

Major:

TR 251, 253 or 255, 281, 425

MU 271, 272

Two of the following: TR 223, TR 324, MU 383, or MU 384.

Concentrations: TR 115, 225, TR380/480
Special Topics: Jazz and Tap (2), 227, 271, 272, 377, 471 or 473, 391 or 477, MU 151 Avila Singers (8 hours), Applied Piano (2 hours), Applied Voice (8 hours); MU 291 or TR 211, MU 395 or 463, and TR 499C.

Theatre Minor:

TR 223, 251, 253, 271, and 6 hours of electives from TR 272, 324, 361, 377, 415, 425, 451, 452, 455, 462, or 477.

THEATRE COURSES (TR)

TR 110. Theatre Appreciation. (3)

Understanding and appreciation of drama as an art form; study of what is drama, its various genres and social impact. Designed for non-theatre majors. I, II. CORE -II.

TR 115. Movement for the Stage. (2)

Designed to increase physical awareness and facility for the performer. Presentation of materials on body center, posture/stances, and period/contemporary movement. II.

TR 211. Voice/Diction and Dialects. (3)

Physiology of the vocal mechanism and sound formation. Lecture and lab sessions to insure proper training of voice, to achieve voice mastery and power, and in the study of regional dialects. I.

TR 223. History and Literature of the Theatre I. (3)

Development of theatre and drama from the Greek to Elizabethan periods. CORE-II. I, even years.

TR 225. Stage Combat. (2)

Techniques of hand-to-hand and armed choreographed combat and falls. Prerequisite: departmental permission. II.

TR 227. Stage Make-up. (2)

Application of theatrical make-up for various character types and styles. Structure of the face and its relationship to theatrical make-up. I, odd years.

TR/EN 235. Playwriting. (3)

Basic technique of writing for the stage. Prerequisite: EN 111.

TR 251. Stagecraft. (3)

Introduction to scenery construction and the elements of theatrical design. Laboratory required. I.

TR 253. Lighting. (3)

Introduction to the principles and theories of lighting stage productions. Laboratory required. II.

TR 255. Costume Techniques/Design. (3)

Costume construction including the study of fabrics, color, fundamentals of pattern making, elements of design, and construction of costumes for stage productions. Laboratory required. II, odd years.

TR 271. Principles of Acting. (3)

Training in basic elements of the performer's craft. Exercises and class projects to facilitate the understanding of and sensitivity to a given theatrical situation. I.

TR 272. Principles of Scene Work. (3)

Exploration of texts, language and scenes. In-depth analysis of an action; experience in class presentations. II.

TR 281. Script Analysis/Directing Principles. (3)

Analysis of scripts with application to directing fundamentals in a laboratory experiential situation. Prerequisite: departmental permission. I, even years.

TR 285. Theatre Technical Practicum. (1-2)

Participatory stagecraft and production experience. May be repeated for credit. Prerequisite: departmental permission.

TR 285. Costume Practicum. (1-2)

Participatory experience assisting the design and execution of costumes for department production. May be repeated for credit. Prerequisite: departmental permission.

TR 285. Stage Management Practicum. (1-2)

Participatory experience by assuming duties as stage manager or assistant stage manager for

department production. May be repeated for credit. Prerequisite: departmental permission.

TR 285. Directing Practicum. (1-2)

Participatory experience by assuming duties as assistant director for department production. May be repeated for credit. Prerequisite: departmental permission.

TR 324. History and Literature of the Theatre II. (3)

Development of theatre and drama from the Elizabethan period to the present. **Meets the Communication Intensive course requirement in the major.** II, odd years.

TR 361. Stage Management. (3)

Techniques for stage managers in educational, community and professional productions. I, odd years.

TR 377. Auditioning Techniques. (3)

Preparatory steps for interviews, auditions, selection of material, proper dress, demeanor and media; resume and vitae writing; practical class projects. Prerequisite: departmental permission. I, even years.

TR 380. Special Topics. (1-3)

Selected topics to be determined by the department.

TR 390. Directed Studies. (3)

Under faculty supervision, an advanced study project is pursued in the area of choice. Prerequisite: permission of department. May be repeated for credit with departmental permission.

TR 391. Repertory Theatre. (3)

Under faculty supervision, advanced acting and directing projects will be pursued in a repertory theatre format. This course is intended to prepare students specifically for the senior capstone experience. May be repeated for credit. Prerequisite: departmental permission. II, even years.

TR/CO 411. Media Production and Performance. (3)

The influence of media on the actor's performance and study of production styles within an audio or video context. Script, blocking for video, and working with actors, directors and production crew. Script adaptation, pre-produc-

tion planning, actual production, and post-production editing and evaluation. Prerequisite: departmental permission.

TR 415. Playwright Seminar. (3)

Analysis of significant plays and their respective playwrights, including major periods of world theatrical history. II, even years.

TR 425. Dramatic Theory and Criticism. (3)

Study of the major documents in dramatic theory and criticism, including commentaries from 500 B.C.E. through the 21st Century.

TR 451. Scene Design Concepts. (3)

Principles and theories of scenic composition. Survey of architectural and scenic styles. Practice in model craft. Prerequisite: TR 251 or equivalent.

TR 452. Scene Design Techniques. (3)

Survey of theatre architecture. Study of the designer in a production organization. Practice in drafting and perspective drawing with computer-aided drafting. Prerequisite: TR 251 or equivalent.

TR 453. Scenery-Prop Construction. (3)

Advanced techniques in woodworking, painting, metal, fabric and plastics. Prerequisite: TR 251 or departmental permission.

TR 454. Advanced Lighting and Sound Design. (3)

Practice in different approaches to stage lighting and sound design through light plots, sound engineering, and realized demonstrations. Prerequisite: TR 253 or departmental permission.

TR 455. History of Costume. (3)

Survey of historical dress from the Egyptians to the present. Practice in research and costume design.

TR 457. Advanced Design Project. (2)

Advanced projects in the principles and theory of design (scene/light/costume/sound); possible designing for theatre productions. Prerequisite: departmental permission. May be repeated for credit.

TR 462. Theatre Management. (3)

Survey of business management in educational, community and professional theatre.

TR 463. Advanced Directing. (3)

Practical application of principles and directorial concepts in class and studio projects. Prerequisite: TR 281 or departmental permission. II, odd years.

TR 465. Theatre Management Practicum. (1-2)

Participatory experience in Goppert Theatre management for advanced students. Selected individual projects prepare students for future management situations. May be repeated for credit. Prerequisite: TR 462.

TR 471. Acting Styles I. (3)

Examination of classical acting technique through discussion of period style, acting exercises, and scene work. Styles covered include Classical Greek, Roman comedy, Elizabethan comedy and tragedy, and Restoration/French Neo-Classical. Prerequisite: TR 271, 272, or departmental permission. I, even years.

TR 473. Acting Styles II. (3)

Examination of contemporary acting technique through discussion of experimental style, acting exercises, and scene work. Styles covered include 1960s experimental theatre, theatre of images, theatre of commitment, and post-modernism. Prerequisites: TR 271, 272, or departmental permission. I, odd years.

TR 477. Advanced Acting. (3)

Addresses advanced acting technique and form through class discussion, improvisation, and scene work. Individual and group projects at the advanced level. May be repeated for credit. Prerequisites: TR 271, 272 or departmental permission. II, odd years.

TR 480. Special Topics. (1-3)

Selected topics to be determined by the department.

TR 490. Directed Studies. (3)

Under faculty supervision, an advanced study project is pursued in the area of choice. Prerequisite: departmental permission. May be repeated for credit.

TR 495. Internship. (3)

Student pursues, under faculty supervision, an internship project in the area of choice. Prerequisite: departmental permission.

TR 499. Senior Project. (3)

Senior capstone experience in individual student's discipline incorporating all areas of concentration. **Meets the Capstone course requirement in the major and the Communication Intensive course requirement in the major.** Prerequisites: departmental permission and senior standing.

Washington Center

No major or minor offered.

WASHINGTON CENTER COURSE**Dept. 303 Washington Center**

Washington Center is a non-profit organization in Washington, D.C. that provides placement, supervision and evaluation for 1) internships and 2) seminars in a wide variety of academic areas. Consult the Washington Center Coordinator for details. The department in which the internship and/or seminar takes place will be reflected on the student's transcript.

Women's Studies (WS)

Women's Studies is a multidisciplinary program at Avila University. The Women's Studies minor aims to build an awareness of women's rich history and culture, an understanding of their contemporary status, and a consideration of their future possibilities. Women's Studies courses are more than simply courses about women. Rather, they exhibit a sensitivity to women and women's issues and contain within them a feminist theoretical framework around which course material is organized. Courses emphasize women's intellectual and creative contributions and sensitize people to women's concerns. Taught and taken by women and men, Women's Studies courses teach the significance of gender in our lives and an ability to interpret and study academic disciplines from a feminist perspective.

No major is offered.

Minor:

Eighteen hours in Women's Studies courses including WS/IS 310. Students choose the remaining 15 hours of WS courses with the advisor's approval. No more than six hours may be earned from the same discipline.

Women's Studies Minor Outcomes:

1. Describe the experience of women from multiple perspectives of time, place, and the understanding of varied disciplines.
2. Demonstrate the ability to think, write and speak critically about issues of gender in the contemporary world from the different perspectives of age, class, ethnicity, sexual orientation, gender identity, and race.
3. Articulate an understanding of the impact on society by narrowly defined gender roles.

WOMEN'S STUDIES COURSES (WS)**WS/IS 310. Images and Realities of Women. (3)**

This course will examine the social construction and significance of gender in society from feminist, interdisciplinary and multicultural perspectives. We will explore a number of diverse and contradictory images that provide the framework for understanding the social construction of gender and the lived reality of women's lives. In addition, students will analyze the ways gender, as well as race, sexual identity and social class affect access to opportunity, power and resources. CORE-III.

WS/RS 111. Introduction To Religious Studies. (3)

Critical thinking about God, religion and the human endeavor. Since Christian Theology has been systematized by celibate ordained males from Europe, this course will also examine the reasons for this dominant perspective plus the ancient and current contributions of women to the Christian Theological tradition. CORE-II.

WS/RS 225. Catholicism. (3)

This course explores the history and fundamental beliefs of Catholics on God, Christ, the Spirit, scripture, liturgy, the Sacraments, and the Church. We will also examine contemporary trends and issues such as peace and justice,

women, and ecumenism within the Catholic tradition. CORE-II.

WS/PL 226. Women Philosophers. (1-3)

Critical examination of contemporary women philosophers on a wide variety of subjects: nature and values, social and political philosophy, law, religion and ethics. These writings present a woman's perspective and encourage women to value and trust their experiences and ideas.

WS/EN 275. Women and Literature. (3)

An introduction to a wide range of women's experiences as represented in World Literature. In discussing women as authors, literary characters, and social and political subjects, students examine reading practices and analyze how gender differences interact with differences of race, class, sexual orientation and nation. I. CORE II.

WS/HI 311. American Women in the Twentieth-Century. (3)

An investigation of women's experiences as workers, family members, and citizens in twentieth-century America. We explore changing cultural images of women, examine the role of gender in structuring American society and compare the experiences of American women from a variety of class, race and ethnic groups. We also consider ways in which women's status and concerns in the United States differ from those of women in the non-Western world.

WS/PY 312. The Psychology of Women. (3)

This course explores how women have traditionally been represented in psychology. We discuss biological, psychological and social influences which contribute to gender differences in experience. The class focuses on women's diversity with respect to race and ethnicity, sexual orientation and age. CORE-II. I, even years.

WS/SO 313. Women Through the Life-Cycle. (3)

This course explores the status and roles of women across the life cycle including child/adult socialization as well as the effect of cultural values and stereotypes on status attainment for women. Issues relevant to mid- and later-life women will also be addressed.

WS/PY 314. Psychology of Gender. (3)

An exploration of various perspectives on the role of gender in the formation of individual identity, as well as the interrelationship between gender identity and society. I, odd years.

WS/PS 316. Women in Politics. (3)

Study of the basis of female participation in the American political process, who participates and why, political issues relevant to American women's power and minority status.

WS/SO 317. Women and Work. (1-4)

This course examines the status of women in a variety of work settings: domestic, blue-collar, and professional. Structural issues and socio-cultural themes which facilitate/inhibit the participation of women in the work force will be examined through specific issues: gender inequality/segregation in the workplace, the "glass ceiling," sexual harassment, stress/burnout, and minority status.

WS/AN 318. Women in Other Cultures. (3)

A cross-cultural study of women's status and roles in selected ethnic or cultural groups in differing stages of development, including forager, agrarian, industrial and post-industrial societies.

WS/IS/RS 319. Women, Religion and Community in the U.S. (3)

This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the U.S. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founders of American and international religious groups. CORE-III.

WS/IS 323. Eurowomen: A Dramatic History. (3)

This course will examine the role of women in European society from 1500 to the present from the disciplinary perspectives of history and theatre. Class members will be asked to contemplate the use of gender as a universal category of historical investigation and dramatic criticism. Focusing on the impact on European women, possible topics include: the Renaissance and Reformation, the Witchcraze,

the Enlightenment, the French Revolution, the industrial revolution and the growth of consumerism, the "new woman," Feminism, the First World War, and World War II. CORE-III.

WS/RS 325. Women in Theological Perspective. (3)

Investigation of the history of women in the Judeo-Christian tradition. Exploration of rituals, scriptures and social and cultural attitudes. Analysis of contemporary theological perspectives in light of the ancient teachings.

WS/IS 331. Women and Science. (3)

This course introduces students to the complex relationship between women and science, beginning with representations of female biology in Greek texts and in the writings of Bacon, Harvey, and Hunter. Section two examines both general nineteenth and twentieth-century patterns and trends and the achievements of individual women scientists. Students analyze persistent barriers to women's participation and advancement and the methods employed to overcome such barriers. The course concludes with an analysis of the nature of objectivity in scientific procedure and the value and impact of feminist critiques. CORE-III.

WS/IS 333. Gender Communications. (3)

A critical analysis of the interrelationship between gender, culture, and communication. Gender differences and sex-role stereotypes and their influence on communication and relationships will be explored so that strategies for bridging these differences can be developed. Core-III. II.

WS/IS 334. Ancient Women. (3)

This course examines the role of women in ancient Egypt, Greece, and Rome from the perspectives of history and theatre. Using gender as a universal category of historical investigation and dramatic criticism, the images and realities of ancient women will be explored as reflected in plays on stage and in contemporary accounts. Possible topics include goddesses in Western mythology, women in ancient Egyptian society, women and early drama in ancient Greece, and women during the Roman Empire. CORE-III.

WS/PS 335. Legal Rights of Women. (3)

This course is designed to introduce students to feminist jurisprudence and the role of women in

the law through an examination of feminist legal and political theory. We explore the ways in which traditional gender roles and expectations have come to shape women's rights in both criminal and civil law. Students will come to understand and appreciate the history of women's unequal treatment in law, as well as contemporary issues regarding women and the law. Topics include reproductive rights, statutory rape, domestic violence, pornography and issues involving work outside the home. Attention is paid to the ways in which traditional norms involving race, class and gender are reinforced in popular culture, which often serves as a barrier to meaningful change.

WS/HI 365. Germany: Nineteenth Century.
(3)

An investigation of modern German history from 1780 to 1918. Using gender as a central category of historical analysis, this course explores the transformation of the German-speaking lands from a provincial, agrarian patchwork of feudal principalities to a unified, industrial, cultural, and scientific empire. Topics include: the Enlightenment and the French Revolution, citizenship, gender, and civil society, romanticism, women, and Biedermeier culture, the Industrial Revolution and proletarian culture, the Revolutions of 1848-1849, bourgeois emancipation and German feminism, Bismarck and German unification, German socialism, the *Kulturkampf* and religious freedom in Germany, avant-garde art in Wilhelmine Germany, German nationalism and imperialism, and Kaiser Wilhelm II and the First World War. **Meets the Communication Intensive course requirement in the major.**

WS/HI 366. Germany: Twentieth Century.
(3)

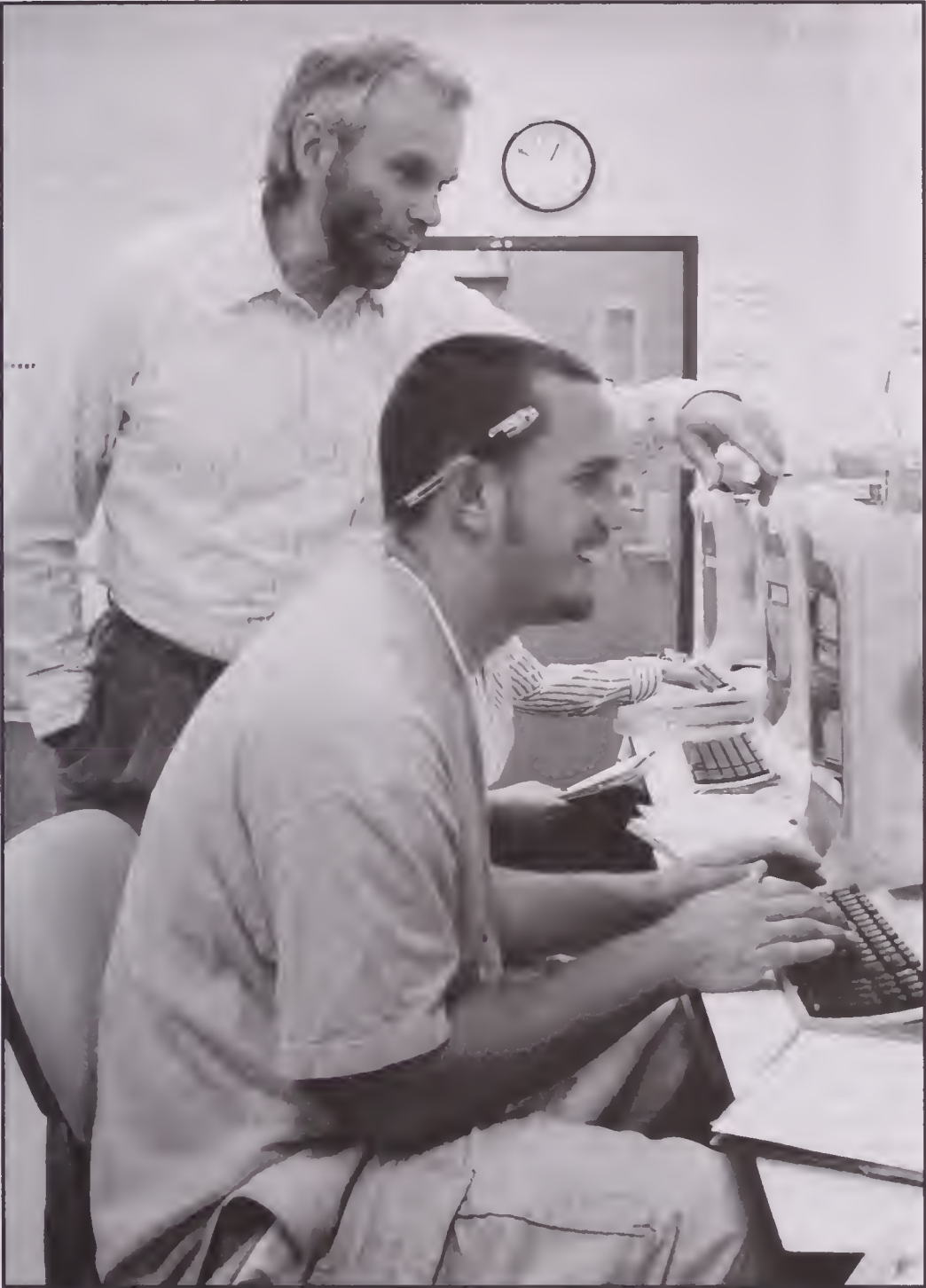
An investigation of modern German history since 1918. Using gender as a central category of historical analysis, the course of German history since 1918, a troubled history of civil war, revolution, Nazism, genocide, division, and finally reunification. Topics include: the German revolution of 1918, the Versailles Treaty, the rise and fall of the Weimar Republic, the "New Woman" and Weimar culture, Dadaism and the Weimar cultural avant-garde, the rise of Nazism and Hitler, the attempted creation of a national socialist utopia during the Third Reich, *Blitzkrieg* and the Second World

War, the Holocaust, the *Trümmerfrauen* and gender in postwar Germany, the division of Germany and the Berlin Wall, the Cold War and the creation of two German states and cultures, postwar German feminism, terrorism and the state, the Revolution of 1989, and German reunification. **Meets the Communication Intensive course requirement in the major.**

WS 380. Topics in Women's Studies. (1-3)
Special topics in women's studies are explored from a variety of academic disciplines. Course topics are determined based on faculty/student interest and program needs.

WS/CO 383. Women and the Media. (3)
A critical/cultural approach will provide a framework for understanding how gender, class, and race influence the production, construction, and consumption of the media. I.

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Christine Ojile
Paddi Browne O'Sullivan
Barbara Pendleton
Kevin Pistilli
JoAnn Teahan
Frank Toplikar
Belinda Troxler
Yvonne Vasquez-Rangel
Faith Wilson, Ph.D.

EXECUTIVE OFFICERS

Paul G. Bookmeyer, C.P.A. (2001)

Vice President for Finance and
Administrative Services.
B.S.B.A., Midland Lutheran College

Joseph W. Deighton, J.D. (1998)

Vice President and Dean for Student Affairs.
B.A., Walsh University; J.D., Case Western
Reserve University.

Thomas F. Gordon, J.D., LL.M. (2000)

President. B.A., University of Notre Dame;
J.D., University of Missouri-Columbia;
LL.M., University of Missouri-Kansas City.

Sister Marie Joan Harris, CSJ, Ph.D. (1970)

Provost and Vice President for Academic
Affairs. B.A., Fontbonne University; Ph.D.,
University of Kansas.

Philip A. Watson (2003)

Vice President for Advancement.
B.A., M.P.A., University of Kansas.

ADMINISTRATIVE STAFF

Serena Aernie (2001)

Director of Alumni and Donor Relations.
B.A., Hannibal-LaGrange College

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Faculty/Curriculum Director of Avila
Advantage Program. B.A., William Jewell
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Baptist Theological Seminary.

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Director of Graduate Education. B.A., M.A.,
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Director of Campus Ministries. B.A.,
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Jason Baldwin (2001)

Director of Student Activities & Orientation.
B.F.A., M.S., Emporia State University.

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Assistant Vice President for Marketing and
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Director of Financial Aid. B.S., William
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Advising/Admissions Director of Avila
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Assistant Director of Graduate Education.
B.A., Mid America Nazarene University;
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Sister Olive Louise Dallavis (1952)

President Emerita. B.M., Fontbonne University; M.M., University of Illinois.

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Clinical Counselor. B.A., University of Kansas; M.S.W., University of Kansas.

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Library Director. B.A., M.A., University of Missouri-Kansas City; M.A., University of Missouri-Columbia.

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Coordinator of College Skills. B.A., University of Minnesota; B.S.E., University of Kansas. M.S.Ed., University of Kansas.

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Dance Team Coach.

Carol Frevert (1981)

Director of Health and Child Services. B.S.N., University of Missouri-Columbia.

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Director, Student Resource Center. B.A., Drew University; M.S., Long Island University.

David Gebauer (1973)

Director of Physical Plant.

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Montessori School Director & Teacher. B.S., M.S., Avila University.

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Director of Web Development. B.S., Kansas State University.

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Admission Representative. B.S., Avila University

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Assistant Librarian. B.A., Patna University; M.L.S., University of Missouri-Columbia.

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Director of Capital Campaigns. B.S., University of Nebraska at Kearney.

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Head Baseball Coach. B.S., Avila University.

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Montessori School Teacher. National Center for Montessori Education Teacher Certification.

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Coordinator of Payroll-Personnel Services. B.S., Avila University.

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Assistant Vice President for Undergraduate Admission. B.A., Kansas State University; M.S., University of Kansas.

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Director of ILCP and ESL Lecturer. B.A., Bethel College; M.A.Ed., Oral Roberts University.

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Head Football Coach. B.A., William Jewell College; M.S., University of Memphis.

Steve Keel (2002)

Head Softball Coach. B.S., University of Missouri-Columbia.

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Assistant Director of Admissions. B.S., M.L.A., Baker University.

Susan King (1999)

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Head Women's Golf Coach.

Lisa Levine (1991)

Coordinator of Communication Services. B.A., Avila University.

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Head Women's Soccer Coach. B.A., Quincy University; M.S., Central Missouri State.

Jason Means (2001)

Head Athletic Trainer. B.A., Park University; M.S., Arizona School of Health Science.

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Coordinator, MBA Program. B.S., University of South Dakota.

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Head Women's Basketball Coach. Sports Information Director. B.S., Martin Luther College; M.S., Mankato State University.

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Director of Trio Programs. B.A., M.S.Ed., University of Kansas.

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Associate Dean for Student Affairs. B.A.; B.S.; Indiana University of Pennsylvania; M.A., Indiana University of Pennsylvania.

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Assistant Director of Upward Bound. B.A., University of Punjab; MS, Avila University.

Carol E. Pearce (2002)

Director of Psychology, Admissions & Recruitment. B.A., University of Missouri-St. Louis; M.S., Avila University.

Patrick Phillipps (1997)

Head Coach for Men's Soccer. B.A., Avila University; M.S., Kansas University.

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Mark Reger (2002)

Associate Dean for Academic Affairs and Professor of English. A.B., M.A., University of Missouri-St. Louis; Ph.D., University of Missouri-Columbia.

Jason Sack (2001)

Head Cheer Coach. B.S., Pittsburgh State University.

Mary L. Saulque (2002)

Assistant Vice President for Corporate and Foundation Relations. B.A., M.A., University of Alabama; B.A., University of Missouri-Kansas City.

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Residence Hall Director. B.S., M.Ed., Wichita State University.

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Director of Athletics. B.S., Kansas State University; M.A., University of Missouri-Kansas City.

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Head Women's and Men's Volleyball Coach. B.A., Graceland University.

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Bookstore Manager. B.S., Park University.

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Coordinator of Intramurals and Residence Life. B.A., Avila University.

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Associate Professor of Physics. B.S., Ohio University; M.S., Ohio State University; Ph.D., Arizona State University.

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Associate Professor of Art. B.F.A., Kansas
City Art Institute; M.F.A., Cranbrook
Academy of Art.

Reulan Levin (1996)

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Kristi Littleton (1995)

Instructor and Clinical Supervisor of
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University; M.S.Ed., Kansas State
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Sue Ellen McCalley (1993)

Associate Professor in Education. B.S.,
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Ron McCleary (2002)

Assistant Professor of Computer Science.
B.S., M.S., University of Missouri-Rolla.

Ben Meade (1996)

Associate Professor of Communication and
Manager of the Production Studio. B.S.,
Central Missouri State University; M.L.A.,
Baker University; Ph.D., University of
Kansas.

Jeffrey Myers (1995)

Associate Professor of History. B.A.,
Western Illinois University; M.A., Ph.D.,
University of Iowa.

Dona K. Neuman (1968)

Associate Professor of Sociology and
Political Science. B.A., University of
California; Ph.D. Candidate, Northwestern
University.

Brenda Patzel (1991)

Associate Professor of Nursing. B.S.N.,
Washburn University; M.S.N., University of
Kansas; Ph.D., University of Missouri-
Kansas City.

Robert Powell (1972)

Professor of Biology. B.A., University of
Missouri-Columbia; M.A., University of
Missouri-Kansas City; Ph.D., University of
Missouri-Columbia.

Janet Reagor (2002)

Assistant Professor of Nursing. B.S.N.,
Illinois Wesleyan; M.S., University of
Illinois.

Kasey Riley (2000)

Instructor of Communication. B.A., M.A.
Candidate, University of Iowa.

Kathleen Roy (2002)

Instructor of Mathematics. B.A., Avila
University; M.S., Central Missouri State
University.

Sherry Schirmer (1994)

Associate Professor of History. B.A., University of Kansas; M.A., University of Missouri-Kansas City, Ph.D., University of Kansas.

Mark Seelbinder (1988)

Associate Professor of Chemistry. B.S., University of Kansas; Ph.D., University of Wisconsin.

Stephen Sirridge (1975)

Professor of Psychology. B.A., M.S., Ph.D., University of Kansas.

Laura L. Sloan (1986)

Professor of Education. B.A., M.S., Ph.D., University of Missouri-Kansas City.

Sister Ruth F. Stuckel (1966)

Associate Professor of Philosophy. B.A., Fontbonne College; M.A., Fordham University; M.A., University of Exeter; Ph.D. Candidate; University of Kansas.

C. Larry Sullivan (1973)

Associate Professor of Chemistry and Chairperson of the Division of Natural and Allied Health Sciences and Mathematics. B.S., University of Pittsburgh; Ph.D., Case Western Reserve University.

Vickie Trutzel (1998)

Lecturer in Education. B.A., M.A., Central Missouri State University.

Ann West (1994)

Lecturer in Education. B.S., Missouri Western; M.S., Northwest Missouri State University.

Stephanie Whisler (1995)

Assistant Professor of Radiologic Science. B.S.E., Central Missouri State University; M.S.Ed., Kansas State University.

Lindee Petersen Wilson (2002)

Assistant Professor of Social Work. B.S.W., B.A., M.S.W., University of Iowa.

David A. Wissmann (1979)

Professor of Sociology. B.A., University of Puget Sound; M.A., Ph.D., University of Arizona.

Richard Woodall (1994)

Professor and Chairperson for the Division of Business. B.A., University of South Florida; M.A., University of Iowa; D.A., Illinois State University.

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Assistant Professor of Psychology. B.A., Washington and Jefferson College; M.A., Ph.D., University of Kansas.

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Edward Donovan (1973)

Professor Emeritus. B.S., Pembroke State College; M.S., Clemson University; Ph.D., Indiana State University.

Sister Rita Flaherty (1968)

Professor Emerita. B.A., Fontbonne College; M.A., St. Louis University.

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Professor Emeritus. B.S., M.S., Ph.D., Purdue University.

Beverly Lindsey (1972)

Professor Emerita. B.S.N., University of Missouri-Columbia; M.S., University of Colorado.

Sister M. de LaSalle McKeon (1945)

Professor Emerita. B.M., Fontbonne College; M.M., DePaul University; Ph.D., University of Rochester.

Sister Germaine Matter (1946)

Professor Emerita. B.A., Fontbonne College; M.A., St. Louis University; Ph.D., Laval University, Quebec.

Sister Margaret E. Reinhart (1945)

Professor Emerita. Artist-in-Residence. B.A., Fontbonne College; M.A., University of Missouri.

L. George Smith (1978)

Professor Emeritus. A.B., Ball State University; M.B.A., D.B.A., Indiana University.

Sister Martha Smith (1965)

Professor Emerita. B.A., Fontbonne College; M.A., Ph.D., St. Louis University.

MEMBERS OF THE ADJUNCT FACULTY

Shari Albertson (2001)

Elementary Education. B.S., Early Childhood Education; M.A., Southern Nazarene University.

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Education. B.A., Mid-America Nazarene University; M.A., University of Kansas.

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Business. B.S.B.A., M.B.A., Rockhurst College.

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Avila Advantage Program. B.A., Avila University; M.A., University of Missouri-Kansas City.

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Business. B.A., Vanderbilt University; J.D., University of Missouri-Columbia.

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Business. B.S., University of Missouri-Kansas City; M.B.A., Avila University.

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Business. B.A., Rockhurst College; M.,S., Texas Women's University; Ph.D. Candidate, University of Southern California.

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Communication. B.A., Washburn University; M.A., University of Missouri-Kansas City; Ph.D., Kansas University.

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Nursing. B.S.N., M.S.N., University of Kansas.

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Business. B.A., University of Missouri-Columbia; M.B.A., Avila University; J.D., University of Kansas School of Law.

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Anthropology. B.S., M.A., University of Kansas.

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Business. B.S., Southern Nazarene University; M.B.A., Benedictine College.

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Mathematics. B.A., Park College; M.S., University of Missouri-Kansas City.

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Special Education. B.S., Avila University; M.A., University of Missouri-Kansas City.

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Social Work. B.S.W., Avila University; M.S.W., University of Kansas.

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Music. B.A., University of Missouri-Kansas City; B.A., University of Guadalajara, Mexico.

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Pathophysiology. B.S., D.V.M., Kansas State University.

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Business. B.S.B.A., Rockhurst University.

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Economics. B.A., M.B.A., University of Missouri-Kansas City; M.A., University of Kansas.

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Psychology. B.S.Ed., University of Missouri; M.S.Ed., Central Missouri State University.

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Biology. B.S., Molloy College; M.A., Adelphi University; M.A., University of Kansas.

Robert Foulk (1995)

Theatre. B.A., California State University-Long Beach; M.F.A., Florida State University.

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Natural Science. B.S., University of Missouri-Columbia; M.A., University of Missouri-Kansas City.

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Psychology. B.A., University of Missouri-Kansas City; Ph.D., Oklahoma State University.

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Psychology. B.S., M.S., Central Missouri State University; Psy.D., Forest Institute of Professional Psychology.

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Social Work. B.S., Cornell University; M.S.W., Ph.D., State University of New York.

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Music. B.A., M.A., Truman State University; D.M.A., University of Missouri-Kansas City, Conservatory of Music.

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Speech Therapy & Elementary Education. B.A., Wichita State University; Education. M.S., Avila University.

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Political Science. B.Ed., Alvan Ikoku College of Education, Owerri (Nigeria); M.A., Catholic University of Leuven (Belgium) M.A., University of Waterloo (Canada); Ph.D., Temple University.

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Theology. B.A., Fontbonne College; M.T.S., Catholic Theological Union.

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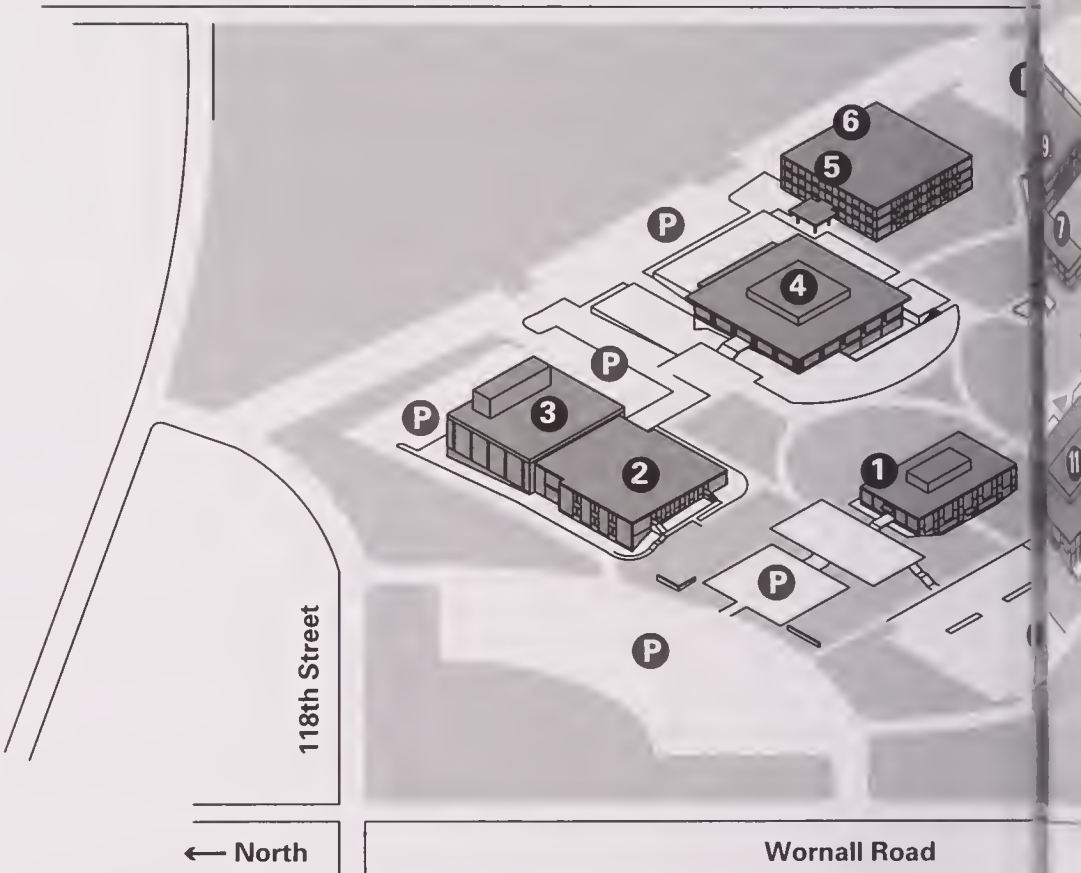
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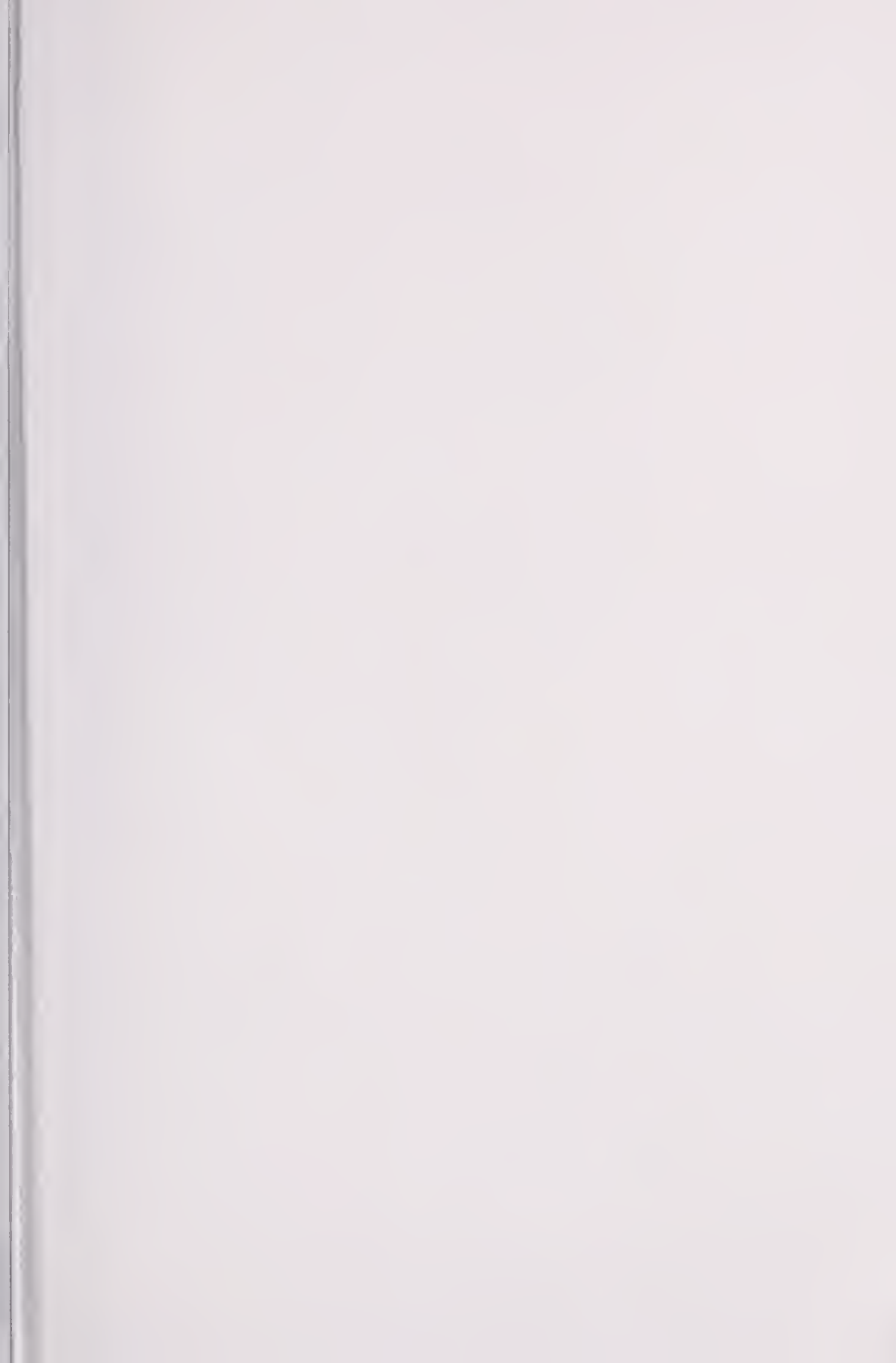


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